

LAKE FOREST HIGH SCHOOL

THE FIRST
THIRTY YEARS



Dedication

To the ideals of progressive education,
and to the Service League and General Spooner, without whose aid this
book would not have been published.

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A Fireside Chat With the Editors

When I first got the great bundle of manuscripts that went into this book from our editor, John, last summer, I was hit with a certain surge of pride. Finally, for the first time since we had begun this project, it was all there, all together, all typed; I felt newly encouraged, like I and the other authors had felt that first day when we had just voted to go ahead and research and write the history of 30 years of Lake Forest High School. The vote had been nearly unanimous, with only two people not going along with the idea, and one because he never went along with anything. The other person who voted against it, a girl, passionately implored the rest of us to realize the only realistic outcome of the project: not a successful history, but an incomplete mess of boring research papers. She refused to believe that the 30 of us could break tradition and effectively work together, either in or out of committees, and come up with something good and into which we all had put equal effort. She doubted that any of us in there had the enthusiasm and the endurance to do the deep digging and endless questioning we had to do in gathering all the research. And I think she was skeptical whether even one of our 30 beanbrains had the capacity to sift out all the misinformation in that research and collate what we did want, and then put it together. But, she was voted down, the project was on, and I must say thereafter she worked just as hard as anybody else.

Eight months later, here it was nearly completed in front of me. As I read it through, my stirred-up pride slowly dissolved. My encouragement had faded to discouragement as I reached the middle sections and by the end, I was disheartened. The whole packet was far from where I had thought it would be. It lacked continuity. Only a complete rewrite could fix it up I felt, and shoved it away into a drawer. Then, all those things that one dissenting girl had said flooded back to me, and I could only wonder if she hadn't been right.

Ten days later I pulled it out and, resolved to the fact that a rewrite was impossible, I looked at it as it was to be: a collection of articles, some more detailed than others, some beautifully written and some barely readable, some long, some short, some boring, some quite good. I accepted it—it was our project—and went to work, and now, after patching up by still others after me, it is finished and ready to go to press.

I feel much differently after working on it through the summer and watching it up to this final stage than I felt after that great initial letdown. It was just a matter of reaching that hard realization there of what this book is and isn't. It's not a masterpiece of historical writing by any means; it bogs down with facts in places and gets thin in others; it's not all neatly tied together with profound conclusions nor edited so finely as to delete all repetition and redundancy. And it won't hold your interest through its entire length—I won't deny it, I've gotten drowsy several times going over certain sections.

But what this book is is the product of some very hard-working students and one helpful teacher. Certainly there were some who did end up doing more than others—but nobody backed out when they were called on. The research that went into these 100 and some pages still amazes me. We have massive files stuffed with facts and interpretation we didn't print, as well as a sizable section of things we **couldn't** print for various reasons. (Just ask one of the authors to tell you a few good stories or pass on a strange rumor about some of the characters that have been a part of this school, whether as teachers, students, or administrators.) All the research was collected by the authors, in dozens of personal interviews with former

school personnel and pupils, from countless old newspapers, journals, and year-books, and from volumes of crusty files and records. It has never all been assembled into one printed source before.

This book has been a group effort. It is a collection of articles concerned with all aspects of Lake Forest High School and the life within it during the 30 years from its opening in 1935 until the initial plan—laying for a second campus, in 1965. It includes the details of the plant (the physical building), its construction and annexations, the changes in the nature of the community surrounding the school and its relationship with the school, and descriptions of the faculty, students, and curricular and co-curricular programs offered and the changes in each of these in those 30 years.

The book is organized into parts, the dividing lines being significant dates in the school's history: 1935, construction of the school; 1941, the beginning of the second World War; 1948, the break with the Highland Park High School district and the formation of a new district; 1958, the construction of the large annex and auditorium; and 1965, the year that saw the first stages of planning another campus.

Hopefully, in time, someone will update this history and take it past 1965 through to the present; but for now it stands. It is the first comprehensive history of Lake Forest High School, the first book published by a class at the High School, and the first time I've written a preface.

M. Mareneck
December, 1972

P.S. B.S. From the Editor

There is little that I can add to what Mike has said, my sentiments have pretty much paralleled his. I am not asking for a parental pat on the back, nor am I apologizing for the book's apparent shortcomings, but I am requesting that the reader judge this book in its proper perspective. Our goal was to write an informative, accurate and meaningful account of something which intimately touched us all, our school. Whether we succeeded in this or not is really secondary in importance. We are neophyte historians, but full time students; the essence of the project was as an educational experience. And as such it might be the harbinger of a new type of learning. For me, this book resurrects and redefines the ubiquitous and overworked term, "relevancy." We looked into our own historical backyard, retraced the vicissitudes of those not too different from ourselves, and emerged with armfuls of memories and a little clearer idea of where we have been and how we got where we are now. Perhaps the most significant aspect of this project is that it was conceived in a highly competitive educational atmosphere, a class of individuals who molded together into a competent and cooperative research team. The enthusiasm, the interest, the response in terms of labor, was incredible. It was the shared sympathies of a group united in a common cause, reminiscent of the school spirit at the "Snake Dances" of Homecomings almost forgotten, and the sentiments of the school and the whole country during the war. Perhaps it is by the perception of these analogies and the participation in this out of style feeling of shared purpose, that this book has enriched us and proved itself eminently worthwhile.

John Gwynn, Editor
December, 1972

Part I

Keeping Lake Forest Beautiful (Community)

As Lake Forest approached the building of its own high school, it began to consider the new issues connected with it. An increase in the community's population was expected. One suggestion for providing new land for homes was the annexation of Lake Bluff. New homeowners might then more readily join the community, providing a good market for those who wanted to sell. Property values would be supported in the event of a slump during the Depression. It would not have been a very large annexation, about 1000 acres, and it might have served to protect Lake Forest from encroachment by northern industrial centers. Other advantages included an additional mile and a half of lake frontage, a more efficient handling of expenditures by Lake Forest's comparatively modern equipment and procedures, and, for the new high school and other public schools, a lower cost per student. However, when the issue was presented as a referendum in May, 1930, it was defeated in Lake Forest, 1,130 to 648. Lake Bluff, wishing to remain autonomous, voted it down as well.

In 1934, Lake Bluff turned to the question of whether or not it should become part of the Deerfield-Shields High School District. There were several reasons for considering this union. The Deerfield-Shields District had the lowest tax rate of the large Lake County high schools; Lake Bluff students would be assured admission to the new Lake Forest High School; and it would improve the saleability of Lake Bluff property. Many opposed the proposed annexation. Should Lake Forest decide to withdraw from the district because of rising costs and unfair tax distribution, Lake Bluff would have to continue paying its share of the bonded indebtedness, which they would be obligated to assume upon joining. However, plans for the new Lake Forest High School were being worked out at this time and it would be very convenient for all of the Lake Bluff students to attend school there. The issue was put to a referendum in 1934, and the citizens of Lake Bluff voted to ally themselves with the Deerfield-Shields High School District.

Eventually, plans for the new Lake Forest High School were finalized and it was built just south of the Lake Bluff city limits. It was constructed as a project of the W.P.A. (Works Progress Administration), against the better judgement of the somewhat indignant residents of Lake Forest.

The community was, for the most part, extremely wealthy. Many of its children went away to school. The new high school was intended more for the children of the domestics and the local middle class. It purposely took the appearance of another estate, so as not to disturb its surroundings. Despite the initial doubts though, when the school was completed and put into operation, the community was rather proud of it.

Community interest and participation in the activities of the high school were always high. The parents were drawn into immediate involvement in their children's education with the opening of a new school.

From the beginning, there was an adult education program, sponsored by the Community Center. It consisted of 10 week terms and received \$1,000 from the

Board of Education and \$1.00 per student for pecuniary support. An annual Parents' Visiting Night was initiated, with exhibits and demonstrations. The parents could generally be counted on to help out in any way they could.

The Lake Forest community was very interested in the activities of the students many of which were related in the local newspaper, the **Lake Forester**. Each year an entire issue was turned over to the journalism class which, under the direction of Mr. Theodore Cavins, edited the paper, choosing its own managing editor and various department heads.

Another similar annual event was Student City Government Day. All the major city posts such as mayor, fire and police chief were assumed by students. Another community organization which relied on the high school and students was "Keep Lake Forest Beautiful." The students were grouped by wards and were assigned to keep their areas clean. Occasionally, organizations and businesses in the community sponsored essay contests and citizenship awards. They provided speakers and other help at events such as the annual Father-Son and Mother-Daughter Banquets. For the most part, community participation and interest were high, fostered by the novelty of the opening of a new school.

The Plant is Seeded (Plant)

In 1934, the atmosphere in America was chronic discouragement. Millions were jobless, penniless and hopeless. National morale was at a perilous depth and no one knew how much longer the situation would continue.

The Depression hit Lake Forest relatively lightly. Economically, most residents were above the crisis level—although no family or business in the 1930's was really secure. Lake Foresters were, on the whole, in better shape than most. The First National Bank of Lake Forest was one of the few banks on the North Shore to remain open throughout the Depression.

However, it wasn't until President Roosevelt brought jobless Americans and government money together in the W.P.A. that Lake Forest had a public high school. The Depression left this one positive mark on the community.

Many Lake Forest residents sent their children to Eastern prep schools, but the children of many attended Deerfield-Shields Township High School in Highland Park. As Lake Forest grew, this became increasingly inconvenient, and many thought that a community of several thousand should have a high school of its own. Although it is widely believed that the school was intended to provide an education for the children of the maids and gardeners who worked on estates in Lake Forest, the new high school was aimed at families in between the two extremes.

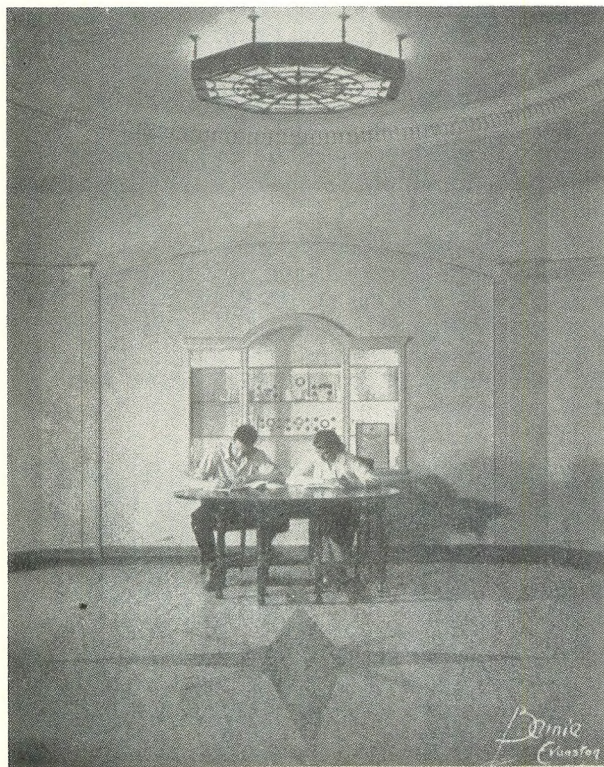
According to the wishes of the community, local architects Ticknor and Anderson designed the building to look as much like a mansion as possible, perhaps to disguise the fact that it was a school. The three-story white stone building, set back from McKinley Rd. by an expanse of lawn, did look very much like a large home. The high school was one of best examples of Georgian architecture at the

time, and according to **The Shoreline** newspaper, was "one of the finest schools in the country—beautiful in architecture and complete in all the requisites of the modern school." "Lake Forest High School," the paper continued "represents a step forward in the community."

All materials and labor used in construction were paid for by federal funds. This may have been considered a blow to Lake Forest pride, implying that the city could not afford to build its own school.

The site for the building, over 20 acres on McKinley Rd., north of Noble Ave., was owned by the city and previously known as North Park. Before 1934, it was little more than an open field where cricket games were played. The ground sloped to a tree-lined creek which ran across the north-western portion of the park.

Originally, the school driveway entered from McKinley Rd. and went past the north end of the building, exiting on Spruce Ave. Years later, it was extended to circle the front lawn and exit again on McKinley. To complete the driveway extension, the sloping ground was leveled and the creek was re-routed underground.



The original Senior Star, monitor desk and overhead light.

one-fourth the size of the present parking area), separated by a row of bushes from the gardens of houses on Edgewood Rd. The block across Spruce St. from the present tennis courts was also school property at one time. This lot was allowed to grow wild and used by biology classes to study nature. Occasionally, near-by residents complained that the ragweed aggravated their hayfever, and the custodians would cut it down.

Entering the school from the front entrance was technically permissible only for teachers and administrators. Students could come through the south end door, the doors at the gym foyer or the doors off the staircases from the back of the school.

Directly through the front entrance was the school rotunda—nearly the center of the school when it was constructed. A wall and display case blocked the corridor that now leads to the library and the annex. Two monitors sat there to greet visitors and check hall passes every period of the day. Light was provided by a four-foot octagonal fixture overhead. On the floor was the Senior Star, once the scourge of all freshmen; tradition had it that if any one was caught stepping on it, he was forced to scrub it with a toothbrush.

Behind the school was a small parking lot (about

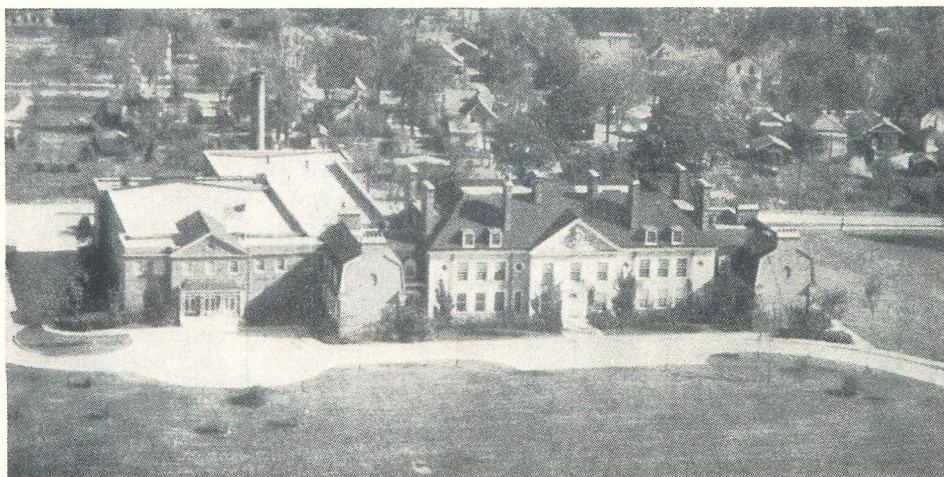
Down the hall to the south, the first classroom on the right was the civics room (today 103-105). Because it was larger than most and had a small stage, this room was used for Student Council meetings, small drama productions and chorus. A side door to the left led to a small kitchen, used to prepare food for teachers' meetings when they were held in that room. Like all other classrooms, the civics room had an oak floor and fine woodwork around the floor-boards and ceiling. "This is undoubtedly the work of a master carpenter," commented Mr. Donald Spooner.

Next to the civics room, on the right side of the hall was a faculty women's lounge: a washroom and a small sitting room, which have not been changed greatly through the years.

The room beyond this lounge, the last classroom in the hall, was used for language instruction. A special feature of Lake Forest High School architecture, classroom alcoves, is demonstrated in this room. Like the women's lounge, the room has been left almost as it was in 1935. The door from the corridor opens into a smaller entrance room. A bookshelf and drawers are built into the east wall. Double glass and wooden doors separated this alcove from the actual classroom.

A double door at the end of the hall led outside to the grass and the driveway near the Noble Ave. exit. After 1935, a student mural covered the width of the hall over the door. (Later this mural and this entire wall were changed to add another corridor of classrooms and the Raymond Moore Auditorium.) Early students at LFHS thought that the gray walls needed brightening, so they painted dozens of murals that remained in the school for years.

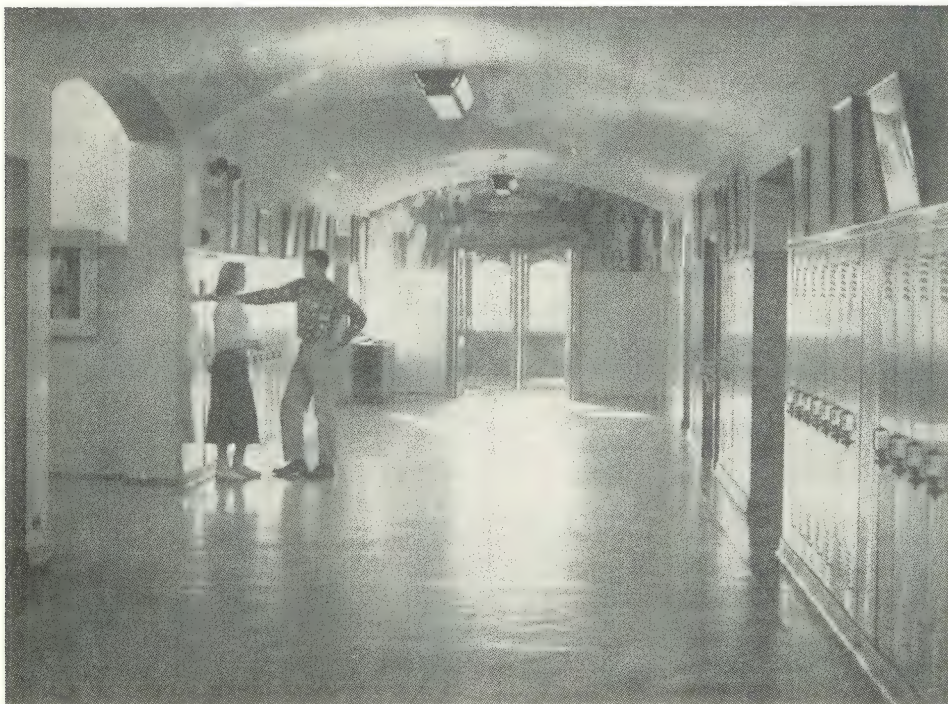
The southern-most room on the other side of the hall was also used for language classes. Just north of that, stairs lead to the second and third floors and down a few steps to the outside. Originally, these stairs did not go to the basement, and there were no glass fire-doors separating the stairs and the hall. A gift from the students of 1941, murals were placed over the entrances to the halls. They were visible from the first and second floor landings on the stairs. The life of Abraham Lincoln was depicted on the first floor entrance on the south stairs, and "They That



Lake Forest High School was constructed to look as much like a Georgian mansion as possible.

Go Down to the Sea in Ships” on the second floor entrance. These murals still decorate the staircases today.

The north end of this hall led into the gym foyer, as it does today. Then, too, a display case and telephone booth were built into the wall at the left. At the far end of the foyer was another display case, surrounded by plaster and woodwork. Out the three double doors to the left was a porch and steps, which originally led only to a sidewalk before the driveway was continued. Three matching double doors lead into the gym from the foyer. These, too, were overlooked by student-painted murals, later taken down in the 1940’s.



1956 Southern Main Hall: Murals originally hung over side doors.

The area north of the stairs on the first floor was occupied by the bookkeeping room. Across the rotunda from this was the typing room—the only room in the school with acoustical plaster. “The acoustics in the other rooms were awful,” said English teacher Dr. Frank Townsend.

Next to this was a student bookstore, with a window opening out into the corridor. Both were removed in later years and replaced by additional office space.

Adjacent to the bookstore was the north staircase, identical to the one on the south side of the building. Here too were murals, one depicting the history of religion, and a collage of fictional characters on the second. North of the stairs was the nurse’s office, which featured a whirlpool bath for treating injuries.

Across the hall was a large, open art room. Today, this space has been divided into separate guidance offices, though originally it was one extensive unit. A conference room separated the art room from the principal’s office and the main office

to the south on this hall. The main office and student bulletin board still occupy the space they did when the school was first constructed.

From the beginning, Lake Forest High School had a two-way public address system controlled from the main office. The high school was one of the first in the country to have this facility, which allowed communication between classrooms and the office, and made it possible for administrators to listen in on classes without the knowledge of the teacher or the students.

In 1935, the gym (now used only for some girls' P.E. classes) was considered modern and well-equipped. The stage at the east end made it possible to use the gym for all games, concerts, shows, programs, and gym activities (Lake Forest College also used the gym for their basketball games for several years). A balcony accessible from the second floor supplied seating, and additional bleachers could be folded down from the wall. Folding chairs were also used when programs were given in the gym-auditorium. The stage was complete with overhead lights, a back-stage switchboard, curtains, side entrances, and spotlights operated from a booth at the other end of the gym. The lighting facilities were considered excellent for a school the size of LFHS.

When the gym was used for gym classes, a wooden curtain could be lowered from the ceiling to separate the space into two areas. The curtain rode up and down on four removable wooden pillars, attached to the floor and ceiling by pulleys.

Bordering the gym on the south was another hallway, the boys' washroom, and the swimming pool (which is the same as it was in 1935). In the early 1940's, this was one of the best high school pools in the state. Even then, it had an advanced filtering system which was used extensively. There was great concern for the pool's sanitation, and the water was tested daily for chlorine and bromine levels. Dr. Moore tested it personally every Monday to make sure that it stayed within the standards set by the state of Illinois. The water and the pool were given an "A" rating by the Illinois Board of Health. Doors at either side of the pool still lead to the boys' and girls' locker rooms and showers. A balcony provides seating for water shows and swim meets.

East of the pool were the mechanical drawing room, the industrial art room, textile shop and print shop. One of the original murals, of students working together, still stands in the mechanical drawing room.

Between the pool and these work rooms was another staircase, also accessible from the side door of the stage. During plays and other performances, students would run up the stairs to the second floor, change clothes, and hurry back down to the stage again.

The space down these stairs and underneath the stage was originally intended to be a rehearsal room, but in 1935 it was given to the Girls' Club as a meeting room. This small room had a two-level floor which sometimes served as a stage. It was cramped and stuffy, with only three windows for ventilation. Because it was just above the furnace, it was usually extremely hot. In 1958, an additional hall leading to the new gym was built adjacent to the Girls' Clubroom, blocking the windows and ventilation. From then on, this area was used only for storage.

Further down the stairs was an entrance to the girls' locker room, which was once used as the main entrance. Now this door is locked and never used. Originally, the girls' locker room had both individual dressing rooms and shower booths. Perhaps girls were more modest then.

Adjacent to the girls' locker room was a small gym, used by the corrective gym classes (special classes set up for students with physical coordination difficulties and

other problems). Since the 1950's, it has been used only for sorting towels. Nearby was the janitor's lunchroom and lounge, now used to store Civil Defense supplies and old furniture.

A few steps down from the girls' locker room was the filter and fan room, where the pool water was circulated and filtered once a week. Down a long flight of stairs was the boiler room. The school was heated by coal burners. Part of the ceiling and wall in the boiler room opened to the outside, thus enabling the coal to be taken from the coal trucks and loaded directly into the furnace. Now, though the school is heated by oil, the same boiler room is still used.

For a few years after the high school was built, there was no weatherstripping on the windows. This meant that school could not be held when the weather got very cold. Yet even then, when a day of school was missed, an extra one was added on at the end of the year.

On the second floor, above the locker room and the stage, was the Home Economics department, where students ate lunch during the first few years for want of a cafeteria. In the years since, the facilities have been greatly updated. A hand-crafted wooden closet was built into the wall next to the Home Ec. room, and still remains today. It was here that costumes were stored for plays and quick between-scene changes were made.

Across the hall from the Home Ec. room was a large Biology and General Science room. A door to the south side of this room opened onto a conservatory balcony for plant study. Now the door and the balcony remain, but they are never used. In 1958, a wall divider was erected, and this large room was divided into two separate classrooms, as it stands today.

West of this area was another large room used for chemistry and physics. This area too was later divided into two rooms, and the lab and faucet facilities taken out when history replaced science in this corridor.

The room next to the chemistry and physics area, (now room 224), was used for math classes. This was another room with an alcove/workroom to one side, which was left intact as the building additions and changes were made. Across the hall from all these classrooms were lockers and the doors leading to the balcony and gym seating area. A single flight of stairs led down to the gym foyer from the second floor hall, just west of the balcony.

West of these stairs was another faculty women's lounge and the Student Activity room, given to the Boys' Club for a meeting place. In 1936, the Club raised money and bought furniture for the room. This large, airy, and well-furnished space sharply contrasted the little hovel in which the Girls' Club met. The operators' booth was located in a small room to the east of the Boys' Club room, over the flight of stairs. From here the spotlights were worked for stage productions in the gym.

At the intersection of the north hall and the main hall on the second floor in the early years of the school, was a telephone booth, set into the wall with woodworking now used only as a janitor's closet. Today, as it originally did, this cabinet houses a folding gate which is rolled out across the corridor on weekends to help guard the school.

The main second floor corridor was also lined with lockers and classrooms. The room at the north-west end of the hall was originally another math classroom. It was large and had a skylight in the ceiling. The carpentry and woodwork still

remain in this room, which is now used for business education. An office and a conference room separated this from another math room to the south.

Adjacent to these math rooms was the school library, which is now the faculty study. Left nearly as it was in the 1930's, this room still contains the school's most exquisite cabinet work, with built-in book shelves and small cubbyholes for statues and paintings. At the time the school was built, this was one of the few libraries which stored all of its books along the walls. Windows on the west side of the library overlooked the front entrance, the front lawn and McKinley Rd. A fireplace, which was frequently used, occupied the south end of the room, and a crystal chandelier hung from the ceiling in the center. The library's tables and chairs were made from white oak, an extremely heavy blonde wood.



The students were proud of their unique and beautiful second-floor library.

Books were checked out of the library at a white oak counter on the west side, across from the double doors that opened into the room from the main corridor. Another set of double doors connected the library with the math classroom to the north, but this entrance was never used.

The students were very proud of their unique library. They took extra care not to throw papers or mark on the beautiful wood. Its condition today remains as a testimony to the care with which the library was treated.

The room south of the library was a study hall in the early years, placed conveniently close to the library. All students spent their study halls in these two rooms, and could not leave without permission and a good reason.

Adjacent to the study was a faculty men's lounge and washroom. South of this were two social studies rooms that fit together vertically, rather than horizontally. The doors of these rooms entered from the main corridor, but another corridor extended from the northern most door, and the classroom fit in behind the second one. Both of these, like the math room at the opposite end of the hall, had skylight ceilings, and window seats that fit under the small windows on the south side.

The room across the hall was also used for social studies classes when the school was first built. Immediately north of this was the south staircase, leading up to the third floor. In 1935, this entire floor was unfinished brick and dripping mortar. (See Monograph)

English classes occupied the two rooms north of the stairs on the second floor, as they do today. Originally, another room stood where the corridor now leads into the second floor annex. This was used as the **Forest Scout** office in the early years. Down the hall were two more English classrooms.

The north staircase provided the only access to the basement when the school was first built. The area south of the stairs in the basement was unfinished during the first few years. The dirt floor served as the indoor track. A rifle range was set up, and even shot-putting was practiced in the basement until someone hit and broke a water pipe with the shot. The outdoor track, installed around the football field, was completed in the fall of 1941.

The inscription over the front entrance reads:

"This building is Erected and Dedicated by the Deerfields-Shields Township High School District to the Advancement of Knowledge and Good Citizenship. AD 1935." Over this stands the school symbol and motto, "**Abeunt Studia in Mores**" (Learning becomes a way of life.)

Chuckers of Well-Aimed Erasers (Faculty)

The members of the faculty of Lake Forest High School from 1935-1941 were interesting in many aspects. They were very diversified, many being employed from Deerfield-Shields Township High School in Highland Park. This created some dissidence between the Lake Forest administration and the faculty because some of the teachers simply did not want to come to Lake Forest. Many had taught at Deerfield-Shields for a great length of time and were reluctant to move to a new situation and administration. Another contentious point was the fact that although Mr. Moore, the principal, had not hired them, he was still their administrator. Needless to say, faculty relationships in these beginning years did not go too smoothly.

Despite this friction between the administration and faculty members, the teachers' attitude toward education was a very commendable one. As professionals, they felt a responsibility to devote themselves to the students. This attitude is demonstrated by the fact that all teachers came a half hour early and left a half hour after school, devoting this time to helping students with problems. The rigidity of this schedule characterized all faculty responsibilities. One such responsibility was a plan sheet required every Friday afternoon. The teachers followed the plan schedule faithfully. Perhaps this contributed to the text-book philosophy of education prevalent in 1935-1941. Much of the education consisted of memorization, research, and numerous lectures. The type of homework required of these students was quite different than that of today. According to Mary Jane Myers, an early student of LFHS, there was much more research needed to get an A or B than is needed today. Extra credit was more prevalent than in recent years, but final exams were optional for students with a B grade or better. Essays were routine, as was just plain "busy

work." But, despite these philosophies of education that may seem detrimental or pointless in today's educational system, the teachers cared a great deal for their students' education. As a demonstration of this concern, progress reports, then known as "Blue Cards," were sent out every Monday.

Further faculty interest in the students' education was portrayed in the home-rooms (or sessions, as they were called). Close relationships with the pupils developed in these sessions as the groups discussed not only everyday problems, but personal ones as well. For example, when Mr. Swan married, his session presented him with an award to show their appreciation for his guidance. Essentially, these teachers acted as counselors, for no guidance department existed.

The promotion of education was very important to the Lake Forest faculty, so in 1935, the school rented "talkies and talking machines." These are recognized today as movies and projectors. It is interesting to note that these movies were originally presented to improve education in the science areas; today, they are an integral portion of nearly every subject.

The philosophy of education included not only interest for the students, but for the parents as well. According to Mrs. Myers, teachers then understood both the parents and the students much more than now. Though they taught with an iron hand, it was tempered with understanding and personal involvement.

One of the most interesting characters in the school at that time was Dr. Raymond Moore. As principal, he was in charge of the 20 teachers that had transferred from the Highland Park High School. Because they were young and spirited, Dr. Moore ran the school very strictly.

The faculty members were required to be well qualified. Theodore Cavins was the head of the English department. Mr. Cavins, who came to Lake Forest High School in 1939, was the founder of the **Forest Scout**, the student newspaper. He felt that during this time period there was much unity among the faculty and a considerable amount of friendship between the students and the teachers.

Kevin M. Keenan taught math and assisted with football coaching. He had previously taught math and coached at Mabel, Minn., before coming to Lake Forest High School. Mr. Keenan was an outstanding person and math teacher, who was tragically killed in the sixties. A scholarship is given in his honor by his numerous friends. Stanley F. Nelson also taught math. Mr. Nelson was well-liked by the majority of his students. He was a peppy and energetic teacher, as illustrated by his method of keeping students in order with well-aimed erasers. In the late sixties, this spirited classroom atmosphere was revived by the peripatetic Joseph Occhipinti.

Thomas R. Short taught biology and was also a basketball coach. He came to the high school in January of 1936 and retired in 1972. He coached winning teams in many years, though he believes none was better than his first team, the all-conference and all-district "light-weights" of 1937. But he had many conference and district champions after that.

In 1941, Mr. Short left for a five year stint as ground officer in the Navy during the war. His first year teaching after his service was very academic: he taught science (in which he has a Master's Degree) and math. But following that year, he was back to his old activities—teaching the boys to be as good an athlete as he had been in college.

In 1952 he was promoted to the post of Athletic Director, and so became an administrator instead of a teacher. He was very happy with his job, and with his memories. Among other things, he expanded the inter-scholastic program from three to eleven sports.

In 1962, Mr. Short was given charge of "Extended Services" which meant the direction and operation of the adult evening school in addition to the athletic department. He held that post until his retirement.

Clare Shaver taught French and was responsible for putting on the "Matinee Francaise" with her French students, for the enjoyment of their parents and the grammar schools. Also, three plays were given in French for Highland Park High School French classes.

Mr. Charles D. Fiester was the bashful teacher, (as the **Forest Scout** notes), of industrial arts. He served the school for thirty-plus years.

Curtis Eiker taught European history, U. S. history, and English history. Mr. Eiker was head of the History department and advisor to the History Club. His classes had a "friendly atmosphere," and he was easy to talk to. His courses were mainly lecture courses, built on a textbook and workbook. In later years, a heart attack and other complications unfortunately forced his retirement.

Conrad Swan, "the tested veteran" who has tamed over 35 years of mischievous LFHS students, taught commerce and typewriting. In addition, he introduced Spanish into the curriculum in 1940-41, and he taught the course for one year.

John C. Maloney, who is also still in the service of the high school, taught band, chorus and orchestra. He organized the first marching band for football games, and the original chorus and orchestra, which attracted one fourth of the student body. He had many contests with Mr. Edgar Lindenmeyer, the football coach, over the multi-talented students who could serve their school on football days in either the capacity of musician or athlete but not both simultaneously. Due to the limited supply of manpower in the school, they soon learned to share. He also directed the early school musicals.

In the middle of the 1946-47 school year, Mr. Maloney became the first guidance counselor, appointed to the post to solve the many problems of the students. He learned this field in additional college courses.

He earned the nickname, "J. C. Pussyfoots," in his later years at the high school, for his notorious ability to suddenly appear when students were in the act of committing some infraction of the rules. He wore crepe-soled shoes and proved an excellent vigilante.

Mr. Maloney later started the Student Personnel Center and coached a team for "It's Academic." In the sixties he took the post of Assistant to the Superintendent, and continues to hold that post. He has been a member of the Lake Forest High School staff longer than anyone else.

Edgar Lindenmeyer, or "Lindy" as he was called by his friends, was the Director of Athletics, head of the Boys P.E. department, and a P.E. teacher as well as a football and basketball coach. Lindy's football team was the undefeated, all-conference team of the high school, a record which bred the interest of the more than 60 students who went out for the varsity team when there were only 400 students in the school. He went on to coach the all-conference and district championship teams of 1942, 1944, 1946, 1947, and 1951. But in the fall of 1951, he became sick, and was never well enough to coach again. "They never quite knew what was wrong with him," remembers Mr. Thomas Short. He finished the year as a study hall teacher, and then was gone an entire school year for operations. The next year, he returned as a study hall teacher and at the end of the year, retired. Mr. Lindenmeyer was such a popular man and so very successful in athletics that the school football field was later named after him. He instilled a great amount of pride and dedication to their sport and coach in his players.

The teachers had other responsibilities besides classroom education. Nearly all the faculty had some type of involvement in Student Council. For example, the Council celebrated its first meeting in 1935 with a buffet supper at Mr. Nelson's house on October 24. The teachers' sessions were represented at the council. Other responsibilities were the teachers' meetings which were held at night. A teacher was always present in the locker room to supervise and hand out towels and suits. If a teacher wanted to start a creative writing class, this was done in the hours after school and there was never a thought of requesting additional pay.

The faculty seemed to spur competition in the school because they organized ticket selling races and other contests among the sessions. They also enjoyed playing against the students in sports such as basketball and baseball. In 1972, we still have this type of activity—the student-faculty athletic contests which engender a friendly rivalry. Mrs. LaVerne Cooke was in charge of the two dramatic presentations during this early period. Mrs. Clara Shaver's session presented style shows in which popular contemporary fashions were exhibited for the entertainment of their fellow students. It is evident that the faculty was very involved with the students, devoting much of their own time to extra-curricular activities. There were also work make-up days that each teacher had to maintain. On Monday, English was to be made up; Tuesday, languages; Wednesday, math and commerce; Thursday, social sciences. Because the students were often given adequate study time in class, these make-up hours were rarely needed.

Each year, there was a faculty reception held by the Board of Education. According to Mr. Swan, this was an extremely formal affair, with black ties and evening dresses. Perhaps a string trio would be playing softly in the background as the faculty socialized. But the teachers regarded this affair as an unpleasant aspect of teaching at Lake Forest High School. The faculty dinners given by the Student Council, however, were considerably more enjoyable.

There is an interesting story concerning one of the teachers in this period. Ray Phippes of the industrial arts department was replaced in 1936 by Al Field. Apparently, Mr. Field profited from his innate perspicacity. He bought all of the property now standing behind the football field for the sum of \$1,600. Everyone doubted the prudence of the purchase of such seemingly worthless land. However, Mr. Field was no fool; he later sold that land for an enormous profit.

There were some interesting administrative offices in the years 1935-40. In 1973, there was a Director of Research. This director was Dr. Richardson, whose duties were to figure out the best learning program for each student. He also administered the aptitude tests. For uncertain reasons, probably economic in nature, this particular office existed for only one year. Also in 1937, a physician and dentist, as well as a nurse, were on the staff. After a year, the dentist and physician were dismissed.

Some teachers left the high school to go on to other jobs. For example, Mrs. Harriet West quit the teaching profession to work for the Oklahoma Power and Light Company. Miss Violet Jones, a secretary from 1938-41, left her job to take a new post in Chicago. Mr. Tinkham resigned in 1939 to become the Superintendent of Schools in Malta, Ill.

In those beginning years, there was a visiting teacher, who served as an important link between home and school. She visited the homes of students in cases of prolonged absence or in the case of special request. She also acted as an intermediary between the teacher and parent. This was especially useful in situations where the parent or mother was unable to leave home.

The Board of Education remained generally unchanged in those years. Such positions were usually held for a great length of time or for life. It consisted of five members—George Rogers, Frank W. Read, Edward R. Seese, Laura Smith and E. J. Fucik; Mr. Sanwick was the Educational Advisor to the Board and Superintendent of Deerfield-Shields Township High School. The board determined the policy of the school and considered questions pertaining to its welfare. The members received no compensation for their work.

The salaries of the faculty were not set according to any precise pay scale; raises were based on merit. When it came time to consider pay increases, the teacher's total performance was evaluated. The teachers volunteered for many activities which they had no obligation to undertake. Undoubtedly, many of their efforts went unnoticed by the administrators; monetary remuneration was always uncertain. It is obvious that the teachers were not strictly mercenary. But whatever their individual motives, their infusion of interest greatly benefitted the students.

The Chuckees (Students)

In the first years of Lake Forest High School, the student body was an interesting one. The city of Lake Forest was composed of primarily two sociological groups: the upper class and the domestic servants of the upper class. Basically, children of the wealthier residents were sent to private eastern schools, while the children of the domestics attended Lake Forest High School. There were also Army and Navy children sent from Fort Sheridan and Great Lakes Naval Base, but these were the children of officers only. Few minority groups were represented in the student body, and thus there was little occasion for discrimination.

The majority of students the first year were underclassmen. Originally, most Lake Forest students had attended Deerfield-Shields Township High School, now known as Highland Park High. There were approximately 1,500 students from Highland Park, Deerfield, Northbrook, Glenview, Lake Forest, and the northern New Trier area. Students in Lake Forest had the option of attending Deerfield-Shields, Libertyville, or Waukegan schools. Most opted for Deerfield-Shields, and so from World War I to 1935, much of the educational activity was centered in Highland Park.

To get there, it was necessary for Lake Forest students to ride the train, the now defunct North Shore Line. There were four and sometimes six cars specially reserved for high schoolers, who were given a special rate.

According to Peter Toomey, a former student, the new school was clean and bright compared to the school in Highland Park. The first students enjoyed laying the groundwork for all routines and traditions in those first years. Mary Jane Meyers, also a former student, felt that the new school (still officially called Deerfield-Shields Township High School, Lake Forest branch) gave students a new and refreshing outlook on education.

Because classes were smaller, teachers became much more intimate with their students than they had been at Deerfield-Shields. The attitude of early students in-

dicates that there was a great difference in the atmospheres of the two schools. It was often stated that students at LFHS had fun.

Mrs. Meyers recalled that dirty saddle shoes and baggy corduroy pants were popular during that first year. Girls wore midi-length dresses and short, wavy hair. They wore the same baggy, blue gym suits that were required for girls in 1972 and hated them just as much. Dress was important to students then and most boys wore vests and jackets for pictures. Often, girls called their friends up at night to see what they were planning to wear the next day so that they could dress alike. Because this era in the school's history immediately followed the Depression, expensive clothes were more the exception than the rule.

Entertainment and recreation in 1935 were generally created by the students themselves. For example, the front area of the school was a good playground, so boys played bicycle polo there. Boys' and Girls' Clubs chose people to speak at meetings once a month and bridge groups met in the clubrooms after school. Hearts and Blackjack were popular, but never played for money, as in 1972. With a dozen ping-pong tables on the school's third floor, ping-pong was popular and tournaments were held often.

In 1935, the school board had a policy against school annuals. This was primarily a safeguard for local merchants rather than a restriction on students. Since the merchants already supported print-ups of school activities, this policy was established to protect them from over-solicitation. The school paper was only a mimeographed single page, but there were write-ups about the school in the **Lake Forester** every week.

Dances were very popular in the 1930's. LFGA, Lettermen's Club, Student Council and other groups sponsored dances throughout the year. Students were urged to try out for the floor shows held during the dances while the big bands rested. Stunts varied from football players playing ballerina to singing or dancing.

Informal dances were held after most sports events, particularly basketball games and even away games. Afterwards, students would gather at a café or tavern nearby. Although students under twenty-one were not served drinks, all were admitted regardless of age. There was no city-wide curfew imposed; most thought this was the responsibility of individual parents.

For important dances, couples often doubled or tripled for lack of automobiles, or lack of permission to use them. Students were not expected to stay with one boy or girl throughout the evening. Girls were given small cards with spaces to reserve dances with particular boys. Etiquette dictated, however, that the girls dance the first, middle, and last dances with their dates.

Outside of school, recreation was limited. There was a bowling alley in Lake Forest, but it was not used much on Saturday nights. Beer parties at the beach were more popular. No girls were allowed at these, and boys did not try to drive home. If they did not drive, the police left the boys alone; it was a mutual agreement.

In the 1930's, movie theaters tried very hard to attract students. Decor inside the theaters was lush, and complete with doormen, ushers and ticket takers. A second movie theater stood where O'Neil's hardware store now stands, and the Deer-path theater often showed as many as three different movies a week.

Dating was limited to Friday and Saturday nights mostly, though "going steady" was very popular among students in the 1930's. This could last any period of time, from one week to four years.

Jobs for students were scarce and demanding. Mr. Toomey recalled earning 35¢ an hour for cutting grass and pulling weeds. Caddying 18 holes of golf

brought only one dollar. But as spending money, this was sufficient. Hamburgers, hot dogs, root beer and other teenage staples cost only a nickle then.

LFHS's Student Council was powerful and prestigious at this time. Elections were preceded by at least a week of campaigning and voter turnout was always large. Council met once every two weeks before school started in the morning, so that members could attend all their assigned classes. One project of the 1936-1937 Student Council was the production of the **Student Handbook**, which, after annual revisions, is still in use.

Council members were in charge of keeping order in the halls, especially during fire drills and assemblies. The 1935-1936 Council established a student court to deal with minor offenses such as cutting class or being tardy repeatedly. According to John Maloney, then a teacher and later Assistant to the Superintendent, the court usually passed harsh sentences and did not stand the test of time.

Lake Forest High School offered a broader education than Deerfield-Shields in Highland Park. Between 50% and 75% of its graduating class went on to college, despite the lack of funds in many families.

The High School teams did very well in these early years. Many boys hoped to go into professional sports, and two actually left before graduation to play professional football.

Athletics was a powerful force in igniting school spirit. Homeroom sessions wrote school songs and cheers, and students could buy season football or basketball tickets for only 75¢. The games were played on Lake Forest College facilities, or at West Park. Practicing was done at the now-abandoned Thorp Academy, east of Sheridan Road.

Originally, LFHS teams were called the "Goldcoasters." This was generally despised, and, in 1938, a contest was held for a new name in which "Forest Scouts" won. Essentially, the name was derived from the Senior Star on the floor of the main hall: the star is a compass which points the way out of the forest (Lake Forest) for all the "scouts" who enter the school. It was during this year, 1938, that the tradition of the star was established. "Every school needs a few traditions," said Mr. Maloney. "We were a new school—we didn't have any, so we thought this up."

Lake Forest High School's second year of existence was much like the first, though things had begun to settle down. School started every day at 8:45 and lasted until 3:45. There were six periods, plus an advisory period and lunch break. Four minutes maximum were allowed between classes.

Homeroom sessions grew increasingly important in the 1930's. These served as organization periods and allowed students close contact with their teacher-advisors. Sessions were segregated between boys and girls, generally with an advisor of the same sex. These periods were reserved for discussions on colleges, dating, life in general, and homeroom advisors served the same functions as counselors did in later years.

Every Monday, teachers sent blue progress cards to these homeroom advisors, who would then discuss them with the students. This provided closer observation of students' progress than the system of sending notes to parents once a quarter, as was done in 1972.

During the 1937-1938 school year, Lake Forest High School had only 389 students. The school was still very much the focal point in the students' lives and the center of teenage social activity. The Girls' and Boys' Clubs had large followings and the upperclassmen took great joy in "breaking in" the freshmen, to the latter's dismay. The student hang-out was Cohn's, on McKinley Road, at the corner of Woodland. New dating ideas included going roller skating at Great Lakes Naval



Freshmen scrub the Senior Star.

Base and to plays in Chicago. Saddle shoes and white cordoroy pants still prevailed as the students danced to the sounds of the big bands.

There was a respectable membership in the National Honor Society. School spirit was strong and further encouraged as the Student Council continued to promote a better role for the students within the school.

In the year 1939, the first class that had completed all four years in the new school graduated. The school was still as small as it had been in 1935, and the relationships between students and teachers were just as personal.

Classroom behavior in 1939 was still very formal, though. No student was allowed to move in the hall during a period without a pass, which was checked at every corner of the school by hall monitors. According to Mrs. Veronica McCaffrey, there was no "bad crowd" in Lake Forest High at the time. There was little "ditching," and if boys wanted to smoke, they went across the railroad tracks.

Very few students drove to school during the 1930's. Most walked or rode bicycles, which could be stored in a bicycle room in the basement. Students could go home for lunch, or bring food to school. In 1939, they first began to eat in the cafeteria on the third floor, rather than the Home Economics room, as in the first few years. For several years, mothers of students came to school and prepared lunches each day at noon.

Clothes styles had changed slightly by 1939. The various costumes of the students consisted of short sweaters and baggy pants for the boys; pleated skirts, double sweaters (a short sleeved sweater topped by a cartigan), bobby socks, "pearls" and saddle shoes for the girls. Both boys and girls wore their hair relatively short and curls were definitely "copisetic" for girls.

"Copisetic" and "smooth" were terms which were used when a student found something to be exciting, interesting or just all right with him. "Dope" was the slang term for information, while "jeez" was generally used in place of "really?". Profanity was limited and was not a part of the student's everyday language.

For fun on weekends, these kids would often have house parties and dance the fox trot to the smooth music of the radio. In 1938-1939, big bands were popular and students danced to recordings of Tommy Dorsey, Les Brown, Glen Miller, Horace Heidt, Freddy Martin and Guy Lombardo.

Movies continued to be popular and a movie survey printed in the **Lake Forester** proudly pointed out that students preferred wholesome pictures to the more "adult" films. Favorites at the Deerpath included "Young Dr. Kildare" and "Mr. Moto on Danger Island." Movie magazines were also popular and avidly read.

In the following year, 1939-1940, more assemblies were scheduled than in the previous years. Every week, usually on Friday, an assembly was held in the auditorium-gymnasium. Topics would vary; a speaker from a certain profession would speak about his trade, or a former student would return to speak about what he had done since graduation. If no speaker was scheduled, students took over and provided some form of entertainment, such as plays or skits.

News that George Silich, an LFHS graduate of 1938, had received high honors at the Massachusetts Institute of Technology pleased the student body in 1939-1940. The Dean of M.I.T. wrote Dr. Moore that George was one of the five best chemistry students in the freshmen class of 680. He presented the school with the Technology Award, which was quite an honor for a school only five years old.

Lake Forest High School became a member of the **Encyclopedia Britannica Fellowship** in December of 1939. At the request of the juniors and seniors, the Britannica Fellowship sent material concerning world affairs and problems to the school. With the help of this material, the students were supposedly able to discuss

current affairs more intelligently and with less prejudice. More forums and discussion groups were organized as a result.

In Lake Forest High's sixth year, enrollment leveled at about 400 students. Eighty-nine students graduated in 1941; only about 46 of these planned on going to college, and of these at least one-third went to Lake Forest College. The majority of the college-bound entered engineering or other liberal arts; few planned on majoring in business or the arts.

Awards received by graduating students during the 1930's included the D.A.R. award, American Legion Citizenship awards and recognition for earning the most points in athletics.

By 1941, matinee dances had become very popular and were usually well-attended. These lasted from 3:30 to 5:00 on school days, and were apparently for the sole purpose of listening to music. According to the **Forest Scout**, "It seems everybody who attends the matinee dances comes solely for the purpose of listening to records. Last time, the floor looked as empty as a freshman's head. Those who did venture out into this no man's land are in line for the Carnegie medal." Somehow, this description is strangely reminiscent of dances of 1972.

Jitter-bugging was just becoming popular in 1940-1941. The boogie-woogie records of Pete Johnson, Albert Ammons, Meade Lux Lewis and Honey Hill were favorites during this time. Other popular groups were those of Louis Armstrong, Benny Goodman, Jimmy Dorsey, Count Basie and Glenn Miller.

In 1941, a poll of the most popular books among students at LFHS was taken. **Gone With The Wind** and **Rebecca** were the favorites of every class, except with the freshmen who preferred **The Citadel**.

The school spirit of LFHS was still going strong in 1940-1941. A special committee for school spirit promotion was formed by Student Council, and a meeting was held for seniors to encourage them to set good examples for the underclassmen in school spirit. It was also a frequent topic of discussion at meetings of the faculty and student clubs.

Briefly, it can be surmised that there are surprisingly few differences between the students of this era and those of 1972. Given time, it seems as though attitudes revolve in circles, or as Mr. Maloney stated, "You kids haven't changed—not a bit."

Lots of Latin and a Little Dancin' (Curriculum and Co-Curricular Activities)

Co-curricular activities in the early years of Lake Forest High School were based around social events such as dances, parties, and assemblies. Sponsoring such events was the main purpose of most of the early clubs of the high school, but as the years progressed, many special interest clubs were formed to add to the student's choice of activities.

In the early years of the high school, the Girls Club and the Boys Club were

the two most prominent organizations in the school. Each sponsored many of the school's social events, and as part of their charter, each club had its own clubroom already started where the students could congregate to relax and socialize during their before and after-school time.

Beginning in 1935 the Boys Club held a Father-Son banquet to honor the members of the school basketball team. Also at this time the Girls Club began the tradition of a Mother-Daughter banquet, and a Big Sister-Little Sister party, both of which were aimed at acquainting new students and parents with the school.

Another event sponsored by the Boys and Girls Clubs was the school's annual homecoming. The early homecomings of Lake Forest High School usually began on Thursday night, when an informal pep rally was held in Market Square. On the following Friday, classes were shortened and another pep meeting was held. At noon the graduates were served a Homecoming lunch, followed by a parade of floats (made by each of the Sessions) through the business section of Lake Forest to Lake Forest College's Farwell Field, where the football team played the homecoming game. To complete the festivities an informal dance was held at about 9:00 in the auditorium.

Other social events begun in the first years of the school's operation were Senior Hop, a semi-formal dance, and the G.A.A.-Lettermen Club dance (this was the forerunner of Turnabout Dance of today in which the girls ask the boys for dates). The biggest dance of the year was the Junior Prom, for which tickets cost about one dollar. Before any plans were made regarding themes and decorations, the Junior class had to acquire 60 dollars.

A Student Council, organized in 1935, was of a very different nature than today's. Some of their duties were enumerated in the minutes as such: stopping all the running in the halls, checking all student passes, picking up waste paper and other trash throughout the school, sitting at designated "monitor" posts, being courteous to strangers and visitors, keeping order in the halls, reporting any student who wrote on walls or otherwise disobeyed the rules, collecting absentee slips at assemblies, and turning off lights in classrooms and other school areas that were not in use. Some of the Council's more amusing duties were to help eliminate gum chewing and to aid the principal in breaking the "puppy-love" affairs that had seized the school.

Much of the time in Student Council meetings was spent determining the details of the next Student Council party. They celebrated their first meeting with a buffet supper. Another party was held the first year in honor of the faculty. And the lasting tradition of council-sponsored festivities for the whole school was established in these first years with the institution of the matinee dances—dances that were held after school. These matinee dances gradually gave way to "sock hops," "fun fests," carnivals, "gym jams" and activity days, but never has a year passed when Student Council didn't sponsor some of these merrier moments.

The Swim Club, Latin Club, French Club, Science Club, Math Club, and Auto Club were all founded in the early years of Lake Forest High School. A Dramatics Club was also begun and it put on such productions as "Wappin' Wharf," "The Enchanted Isle," "Clarence," "The Saturday Evening Ghost," and "June Mad" in the years from 1935-1941. In addition, the "Session Stunts," a series of skits put on by the various sessions, was introduced in these years.

In 1935, Mr. Swan, who taught business, attempted to begin a Business Club (as was stipulated in his contract); but there was no student interest, nor has there been to this day. Also at this time, a debate club was formed; and in 1940 a history club was established, the ancestor of today's Forum.

In 1938, Lake Forest High School formed its first newspaper, **The Forest Scout**. Its staff consisted of about 40 members who, in its early years, put it out on a monthly basis. Also about this time the school's literary magazine, **Young Idea**, came into being. This was (and still is) a magazine where-in the students could publish their original literary compositions.

In 1936, the first National Honor Society was initiated at Lake Forest High School. Every year since that time, 15 per cent of the Junior class and 10 per cent of the Senior class have been elected to the society.

In the first few years, there were only three sports for the boys to participate in—football, basketball and baseball—but in 1937-38, a track team was also added at the varsity level. Varsity sports were divided into lightweight and heavyweight classifications. Each was determined by the age and weight of the individual, and not by his high school class.

In its early existence, Lake Forest High School was a member of the Northwest Athletic Conference. In 1939, however, the school was placed in a new Northeast Conference along with Arlington Heights, Crystal Lake, Leyden, Libertyville, Niles Center, Warren, and Woodstock. The reason for the change was to bring together local schools of comparable enrollment (400-600) and mutual interests.

One popular side effect of sports at the young Lake Forest High School was that they often caused early Friday dismissals, because the sports events were held right after school. Strangely enough, there was no set time for these early dismissals; they would vary at the discretion of principal Raymond Moore.

The basic curriculum for each of the years from 1935-1941 remained much the same, except for the addition of new courses as the school progressed.

Every student in each particular class of the high school had certain required and selective courses. Freshmen were required to take English I, Math I, and P.E.; Sophomores were obligated to take English II, Math II, or Commercial Math, and a P.E. course. Requirements for Juniors were English III and P.E.; Seniors had to take U.S. History, Economics, and P.E.

Each student needed sixteen units to graduate, and one's respective class was determined by the number of credits one had acquired. There was no standard method for giving out credits; some courses gave no college credits, while others, such as certain Spanish courses, were worth two full credits.

Gym and several other classes were taken on a part-time basis. Freshmen and sophomore girls' P.E. classes met three times a week, and juniors and seniors met twice weekly. Freshman, sophomore, and junior boys also met three times and two times a week respectively. The senior boys were only required to attend gym classes once a week.

Each regular class period was approximately 56 minutes in length; classes varied in size from 3 to 30 students. When a student was not in a class, he was assigned to a study hall in what is presently Room 117. In addition to their academic subjects, students were required to attend a session (homeroom) on Mondays and Wednesdays. Under this system students were divided into groups of about thirty-five students of the same sex and class. The individual sessions could challenge each other by forming their own teams for such sports as baseball, basketball, and field hockey. These sessions also displayed creative ability by making up acts for the early talent shows of the high school, the "Session Stunts."

Part II

The Home Front

(Community)

"Christmas, 1941 . . . Parents are concerned for their sons . . . Everyone knows the need for many sacrifices . . . We will probably know gasless days, butterless days and meatless days . . . We must be prepared to do without many of the near luxuries which we deem necessities . . . We will have blackouts . . ." (**Lake Forester, 1941.**)

The shadow of World War II was felt in every aspect of Lake Forest life. The prefix "Victory" was attached to gardens, buildings, efforts of all kinds. Physically, Lake Foresters gave their scrap metal, waste paper, rubber and old clothes: emotionally, their commitment, loyalty and people they loved.

1941-1945 were years of saving, contributing, making do and going without. Lake Forest joined the rest of the country in bond drives, setting voluntary goals way out of proportion to the community's size. In the eighth and last of its Victory Loan campaigns, philanthropic residents overshot the \$2,000,000 goal by almost \$10,000. Bonds were sold in the First National Bank, regular ads in the **Lake Forester** urged their sale, and a red thermometer in Market Square measured progress.

In many ways, World War II divided Lake Forest families — 1,200 men and women went off to serve. Yet residents seemed to become closer during those years. The affluent citizens and their not-so-affluent servants and the majority in-between, each learned to cope with the same hardships, to live within the same rationing-board limitations.

The Lake Forester printed recipes using "low-points" of butter, sugar, and meat, trying to help consumers live comfortably within restrictions. Citizens were urged to report violations of ceiling prices to the local rationing board. "It is the responsibility of you, the consumer, to see that war-time laws are obeyed by all concerned, bearing in mind that these laws were put in effect for your protection," the **Lake Forester** stated.

The invasion of Pearl Harbor instilled the fear of attack in many Americans. Lake Forest, being close to two military bases, was perhaps in more danger than the ordinary town. As in communities all across the country, an Office for Civilian Defense was formed in Lake Forest, to prepare residents in the proper defense procedures in case of an attack. "Air-raid signals are to be given by the air-raid siren. The red or general alarm signal will be operated to give a fluctuating or warbling signal of varying pitch — for approximately two minutes duration. Two minutes of silence will follow. Then the red or general alarm will be sounded again."

Captains were chosen on every block to supervise the drills and insure that they were carried out properly. These drills often lasted several hours, causing problems in neighborhoods lit by gas-lights, which took time to light and extinguish. Third Ward Alderman William E. David served as chairman for the Community Defense Plan; all city council members became members of the Lake Forest Defense Council which helped organize the drills. The Council passed a resolution in 1942 imposing a fine and/or imprisonment on citizens failing to comply with blackout regulations.

"They were like your fire-drills," remembers Jerrold Hansen, LFHS '47. "You laugh and shoot the breeze with whoever is near you. We didn't pay much attention to them."

The office for Civilian Defense, at 226 E. Deerpath, also handled ration-registering, canvassed neighborhoods for collected items, offered courses in first aid, fire-fighting and maintenance of public service utilities in case of an emergency. Courses for adults were offered at Ft. Sheridan and Great Lakes, and teachers instructed children in basic survival and calmness at school.

The O.C.D. also started a "Weapons from Waste" campaign, gathering scrap metal, rubber and grease from Lake Foresters. Two helmets could be made from one laundry iron; from one refrigerator, three machine guns; from 50' of hose, four rain-coats; from 32 toothpaste tubes, tin for one fighter plane. From butter, fat, and cooking grease could be extracted the glycerine used in making munitions.

Lake Forest joined the national drive for aluminum scrap even before the U.S. entered the war. From a 1941 **Lake Forester**, "Now that we have a fountain in Market Square practically filled with slightly used pots, pans, eyedroppers, egg-cups and children's playthings . . . residents are wondering just what will happen next."

The emphasis was on save, use and reuse. Newspaper, clothing, furniture and rubber were re-cycled (called "returning" then.) Bins in Market Square averaged two car-loads of newspaper each week. The Lake Forest Furniture Depot collected old, broken furniture, repaired it, and sent it off where it could be reused. (Mrs. James Ward Thorne, whose miniature furniture collections are exhibited in the Art Institute, helped in this endeavor.)

Automobiles were scarce then too — few new ones were made, as all available material was needed in the construction of jeeps, trucks, and tanks for the war. Gasoline was rationed and very precious in these years; those who could formed car-pools or rode the electric North Shore line.

Many Lake Forest women planted Victory gardens, canned fruit and made preserves to be sent overseas. (The 1942 "Session Stunts" at Lake Forest High School was titled "Vegetables for Victory.") Sewing and knitting circles were formed to make clothing for military personnel and war victims in Europe. Women were active in the local Red Cross, learning nursing skills and having benefit programs for the war.

Lake Forest High School felt the war's effects too. From decorated veteran speakers and lessons in German war tactics to Pre-Flight and home-nursing courses, LFHS prepared its students to graduate into a world at war. Seniors left the four years of relative peace to enter a dangerous, uncertain future. They were united in their support for the war and in admiration for those who fought.

"It was easy to have a sense of direction then — there was only one direction to go — straight into the service," said Brooks Smith, LFHS '45. "My class spent four years preparing to go into the war, and then when we graduated, and suddenly the war was over, it was kind of a shock."

Academic life had to go on as normally as possible, despite all the absent students, or those boys who came of draft age before graduation. Those who stayed home waited and worried and bought war bonds. Many students joined the Victory Corps, contributed to the Junior Red Cross and donated blood.

In 1943-44 alone, students and teachers raised over \$7,000 for the war effort — donating a jeep, a "quack" (an amphibious jeep), a torpedo and a Piper Cub airplane to the war effort. Several years in a row, the traditional Homecoming bonfire was replaced by an all-out scrap drive, and floats for the Homecoming parade were ruled out as an extravagant waste of paper, wood and nails. Drives for cloth-

ing, canned food and letters to send overseas received much support from the student body. Everyone cared; everyone contributed.

Because the war drained Lake Forest of many of its working age men, the job market for teenagers was fairly good during the years 1941-45. A Victory Placement Program was formed to find students to fill needed jobs, such as baby-sitting, furnace tending, and outdoor work. Many of the students equated their jobs with patriotic duty, and the quality of work was usually good.

Women also did work that had been previously done by men. In Lake Forest, more wives and mothers worked in shops and markets than ever before, as well as in a variety of volunteer jobs.

Effects of World War II were present at Lake Forest Academy also. It adopted a War Program, stressing three points: (1) informing the boys of the facts, the reasons, and the steps to be taken, (2) keeping them physically fit, and (3) keeping morale and hope high.

Lake Forest College changed in view of special war needs also, accommodating 250 men in an officers' training program. "You have to understand what the presence of 250 able-bodied men preparing to go to war overseas did to the community," Mr. Hansen commented. "I know some parents were concerned about their daughters, if you know what I mean. But then these same parents had sons in training programs in other places—they understood. For the most part, everything was fine. We did a lot for them, and I'm sure they appreciated it."

Lake Forest women, members of the Red Cross Volunteers, saw to it that every man at Ft. Sheridan received a Christmas present, year after year during the war. A local U.S.O. was formed, and set up a "Defense Recreation Cottage" at the corner of Deerpath and McKinley, across from the public library. Here, sailors and army personnel came for coffee, sandwiches, music and conversation, supplied by members of the community.

Each week, the **Lake Forester** published news of local service men, reporting on those who had been in battle, those who received medals, and all too often, those who had been killed.

Edward Arpee in his **History and Reminiscences**, remembers many Lake Foresters held prominent positions in the U.S. military during the war. Frank Knox, publisher of the **Chicago Daily News**, served as Secretary of the Navy during those years. Ralph Bard of Lake Rd. was his Under Secretary. Lt. General William H. Arnold, chief of staff of the 14th Corps and later Commander of the U.S. Infantry at Bougainville, built his home in the Walden area where the Cyrus McCormick home once stood. Perhaps the most noted of Lake Forest's "heroes" was Major Richard Knobloch, LFHS '36, who received the Distinguished Flying Cross for his flight over Tokyo with Major General Doolittle. He returned to Lake Forest High School in May of 1944 to speak at a Victory assembly, telling of his historic mission and of the need for support on the home-front.

Lake Forest, in the early 1940's was still very much a small, aristocratic town, filled with summer residences and farms. Then, as now, the **Lake Forester** published personal property listings and many names synonymous with wealth reoccurred. Six Armour families were listed, twelve Cudahys (who collectively listed about \$52,835, while the average Lake Forest family reported about \$175), four Donnellys, four Dicks and nine McLaughlins. Mrs. Stanley Keith of Lake Road had the highest single listing — \$40,695.

A "Society News" column in the **Lake Forester**, reporting on prominent families in the community, described opulent parties and imported gowns. Debutante parties, posh affairs at Onwentsia and elaborate garden weddings continued despite war-time restrictions.

But, contrary to the image many outside of Lake Forest had of this community, its residents were not coldly affluent and indifferent to the problems beyond the city limits. To the thousands of extra service men at Great Lakes and Ft. Sheridan, Lake Foresters opened their hands and their homes.

"This year we will share our cars when we see bundle-laden shoppers, Waves, Navy and Army men walking home from the station on cold winter nights. . . . We are going to share our Christmas dinner with some lonesome man, woman or family living here because the war has made them Army or Navy personnel. . . ." **(Lake Forester, 1943.)**

The Office for Civilian Defense operated as a clearing house, finding extra quarters for men stationed at Ft. Sheridan, which was not equipped to handle so many men at one time. Lake Forest had few apartments or rooming houses at the time, but zoning was forgotten — people gave up rooms, wings of their homes, converted servant's quarters, gardener's cottages and garage apartments into living space for service men.

Other large homes held parties and weekly outings for sailors at Great Lakes, who came in bus loads to enjoy a day exploring an estate, swimming in a luxurious pool and eating "home-cooked meals."

Lake Forest can never be called typical, and yet during 1941-45 it typified the feelings all across America — a forgetting of differences, a pulling together for something important, trying and trying and winning in the end.

In thousands of American towns, people bundled newspaper and gave away old clothes and gathered, as Lake Foresters did in Market Square many times during those years, to sing "American Patrol," "We Did It Before," and "Remember Pearl Harbor."

Building Strong Bodies Twelve Ways (Faculty)

The typical Lake Forest teacher of the forties was young and enthusiastic about the formative "Wonder Bread" years of the school. That generation's educator was often accused of teaching and reciting facts rather than eliciting concepts about his subject. Perhaps not an ivory-tower intellectual, the teacher of the forties was instead respected for his school spirit and interest.

The Lake Forest High School teacher was forced to be an independent worker because discussion of school policy was not permitted within the educational hierarchy. If the teacher had any problems, he had to handle them himself, using his own resources and experiences. This was one of the strict policies imposed by the principal, Dr. Raymond Moore, which led to the discontent of some teachers.

Dr. Moore recommended teachers to the school board, which in turn usually hired them. He set the standards for the teacher and his criteria for selecting them

included the following: four years of previous high school teaching experience, a serious dedication to teaching, and a college degree with a major in the field they intended to teach. In addition, many of the older teachers had masters degrees. These requirements led to the development of an excellent staff.

Dr. Moore was the task-master. He was always consulted in matters concerning the school, and he had the final word regarding the appointment of class advisors, guidance, and any other positions the school board created. However, he respected older staff members, considered their opinions, and many times utilized their suggestions. The school board has since assumed a majority of the responsibilities which the principal once held and has created policies which are open to petition.

But Dr. Moore also precipitated much discontent and resentment. He was especially disliked when he reprimanded both teachers and students before assemblies of the entire school body. This caused embarrassment and many bitter feelings.

Salaries for the subsequent school year were decided by Dr. Moore during the summer. The Board of Education would set a base salary according to the school budget and the pecuniary situation of the time. (This was usually \$2,500 and included such additions as five percent for living in the expensive township and pension allotments.) Dr. Moore then added amounts according to the merit system. He took into consideration the teacher's experience, his personal opinion of the teacher, others' opinions of the teacher, and his teaching and learning ability. In other words, he considered how much a teacher had to give and how well he gave it. Mr. Lindemeyer, in these respects, was considered the best and was consequently paid one of the highest salaries.

Many teachers, of which more than two-thirds were women, left the school during the forties. Of the women who left, some married and others accompanied their husbands when they were relocated by their businesses. But there were teachers, like Theodore Cavins, who left the school for different reasons. Mr. Cavins left the teaching profession in 1945 to run a summer camp — Camp Mishawauka. Few men left the school though. This could be attributed to Dr. Moore's rumored favoring of the male members of the faculty.

Dr. Moore did not allow new teachers to have any assistance and held to this policy right through into the sixties. Many teachers found it difficult to maintain their classes, work in the framework of Dr. Moore's policies, and handle disciplinary problems simultaneously.

The high school in the forties still retained the intimacy of a family, tied closely by the troubles of the war. There were nineteen teachers in 1942 and twenty-five in 1947, as well as a librarian, a secretary, and a nurse. The overall teacher-student ratio was one to seventeen, since there were about four hundred students. This situation made it possible for the teachers to know all of the students and in many cases, their families, too.

The teachers respected and trusted the students. They put emphasis on the individual. An example of this was the report card system. At the end of grading periods it was the student's responsibility to collect his own grades. In this way, each student faced the teacher and the evaluation of his work.

The teachers also had good rapport among themselves, even when school was not in session. Most of them lived close to the school until later years when the cost of living in the community rose. Since the area was very small, they had teachers from the other schools in town, such as Halsey, Gorton, and St. Mary's, as neighbors. And a substantial number of wives of younger teachers taught in primary schools to supplement the meager war-year salaries. The faculty of all the schools in town met annually to discuss their schools, classes, and teaching methods.

Until 1948, the working year for the teacher began on the same day as the students' school year. Early in 1947, the Board of Education decided that teachers should report to school one week earlier in September, for a full week of discussions and presentations of the various subjects taught and the methods used. The first of these workshops was in the following year and began with a declaration of aims and objectives.

On a normal school day, teachers arrived at eight o'clock a.m. and were not permitted to leave until four o'clock. Most taught six classes a day, which included a session. When a teacher was absent, his colleagues had to substitute in his classes during their free time. This plan helped the school budget, but was not workable when more than a few teachers were absent at once.

The teachers also assumed the responsibility of disciplining the students both before and after the school day. One teacher would be "in charge" for a block of weeks and would stay at school each day until five o'clock.

After the regular academic school day, most teachers sponsored clubs and other curricular activities. A faculty advisor was necessary for each school organization. Some teachers helped with more than one. These activities brought the teachers still closer to the students.

Some teachers taught night school. On Friday afternoons and various week nights they served as chaperones for dances. They also attended the annual meeting for the faculty and administrators of the Highland Park and Lake Forest High Schools. These meetings continued to be formal and unproductive affairs.

At the close of the academic year, summer saw a lot of tired but happy and proud teachers. Some of them stayed at the school to do odd up-keep jobs — such as hedge trimming and painting — in cooperation with the custodians. But every third summer of a teacher's tenure brought the requirement of at least six weeks of summer school in something of value. This was often satisfied by studying for a university credit, or even travelling (with a hundred dollars from the school to help cover costs) to Canada, Europe, Mexico, South America or some place in the U.S. Subsequently, the majority of the faculty traveled every summer. Others, like Bernice Palmquist, spent their free time pursuing a hobby, such as politics. And then there was the group of teachers that ventured West one year to "manhandle" the Colorado River by raft.

The forties also witnessed the High School's acquisition of the world's youngest teacher, for as Mr. Lester St. John himself says, "Working with kids keeps you young, and I have the best kids any place in the world." Mr. St. John never became that "cantakerous old grandfather" he claims to be, because he did teach and loved it. He came to LFHS in 1942 to teach physics and chemistry and a pre-flight aeronautics course for students who planned to fly planes in World War II. But even then he was bald and appeared frequently in the **Forest Scout** gossip columns as "LST." In 1960 he was named chairman of the science department and was no longer involved in sports or clubs. He spent his time at LFHS being interested in and amazed at the good he recognized in the people around him. He remembers all his fellow workers as "outstanding" people. He recalls his former students, his "noodles," with deep affection and pride, especially the "madame secretaries" of his later years. But Mr. St. John has failed to see the ultimate accumulation of good—the good in himself. He and his Hercules bike, his pride, his honesty and integrity will long be remembered as he leaves the school in 1972 — a school he has greatly improved through his efforts.

Kilroy Was Here (Students)

World War II's effect on Lake Forest High School can be viewed with critical retrospection or nostalgic sentimentality. From a "treacherous historical perspective" of 30 years, judgement can be passed on the dedication and involvement of LFHS students as reflex action, following the national trend, or as true young patriotism. Students of 1972 can rationalize the fierce commitment that was displayed as complacency to the establishment, or mirroring of parents' philosophies, but perhaps not justly. High school students during that time felt the threat, and come December, 1941, the reality of war such as this generation will probably never know. For the students of the 1940's, the war provided editorial material for the **Forest Scout**, themes for Session Stunts and a focus for all causes. It limited civilian life-styles and took away uncles, brothers and friends, sometimes forever.

The 1940's was a special and sentimental time in LFHS history. It was the epoch of bobby socks, zoot suits and military crew cuts; it was the era of "Stormy Weather," "Pistol Packin' Mama" and "American Patrol"; it was the autumn of scrap drives, the winter of stamp collecting and the spring of saying goodbyes.

Then, Lake Forest High School served the middle-class of the well-to-do suburban community. The economic character of the families involved with the school had changed from servant occupations to private businesses. The parents of students were primarily local merchants or workers in Chicago.

After the four years of relative peace at LFHS, orders and officers and direction overseas awaited most boys. For all but a few, plans for college and a career would have to wait until the war had been won. As graduate Brooks Smith, LFHS '45 remembered, "Attitudes were completely different — nobody cared very much about their grades or their social lives. It didn't matter. All the guys knew they were going into the service."

"I remember the main thing our senior year was to decide which branch of the service you were going into," said Gordon Lackie, LFHS '44, who decided on the Navy V-12. "It was a necessary war — nobody thought of getting out of it. We weren't thinking immediately of college. The draft age was eighteen, and some of the guys who were older left school . . ."

Even Principal Raymond Moore was called to war, and spent the 1943-1944 school year as a lieutenant at Columbia University. Math teacher Stanley Nelson served as principal in the interim.

In 1943, LFHS had a service flag with three gold stars, honoring the three alumni killed to date in World War II. In the remaining two years of the war, this number increased.

World War II brought with it a culture all its own. Crew cut hair (a la boot camp) became fashionable, as did military-cut jackets and coats. Nothing did more for a girl's social status than to be seen with a military man looking "smooth in his dress blues."

Because of gas rationing and the shortage of automobiles, any student with a car was almost assured of popularity. "S" cards, given to students who could prove they needed gasoline to get to and from school, were also a great social asset. "To have one of these was really something," mused Mr. Smith.

"We formed car pools a lot then, too. I remember squeezing twelve kids into a car sometimes. And the big teen crime wave was to steal a gallon of gas from a parked car and ride around for awhile," remembers Mr. Smith.

The shortage of gas limited everyone's travel. Students' opinions of this inconvenience, polled in the **Forest Scout**, ranged from "I do miss having the boys pick me up," to "I no longer have the excuse that the car froze up on me when I'm late for school."

Lake Forest High students donated metal, rubber, clothing, energy, time and blood to the war effort. In 1943-1944, homerooms competed with each other for the honor of buying the most war bonds.

Other national service organizations such as the Junior Red Cross were started at the high school. Students collected books to be sent overseas and sold Christmas cards to make money. Several girls toured with the North Shore U.S.O. group and danced for wounded sailors at Great Lakes Naval Base.

The school's social system seems to have been quite structured in 1942-1943. Cliques and clans always present in a school atmosphere were given names then. "The Joads" and the "Pink Rabbits" were the most influential during this time. The Joads, a boys clique, was recognized by its use of military terminology, bull sessions and unique sweatshirts. The Pink Rabbits were girls who planned social activities, sleigh rides, barn dances and "ho-ho hops" during the Christmas season. Other groups, the "Weegies" and "Mrrrr . . ." lacked the secrecy and high amount of comradeship which the Joads and the Pink Rabbits possessed.

Lake Forest High School was the center of its student's lives in the 1940's.



World War II: Cafeteria on the third floor.

With the inavailability of transportation and the sacrifices brought on by the war, students depended on the school for entertainment, amusement and social life as well as an education.

"There was a lot of school spirit then," remembered Mr. Smith. "Because there was a war on, there was nothing else to do. You know, you can only sit and watch radio so long Can you imagine **every** boy and girl wearing a tee shirt with 'Lake Forest High School Boys' (or Girls') Club on it? My father's

store sold belt buckles that said 'Lake Forest High School' on them, and he could never keep them in stock. Everybody wanted one, they were so proud to belong to that school."

Outside of school, jobs were easier to find during the war years, even for students, because of the shortage of men. In the 1940's, after school jobs usually paid about 60¢ an hour. Students were employed as bus-boys at the Deerpath Inn, pin-setters at the Bowling Lanes and "disc-slingers" at Helanders, which sold record albums then, for about 85¢ each.

LFHS suffered from its own shortage of man-power because of the war. In

1942, girls felt the lack of date-material so acutely that they formed a Date Bureau for Senior Hop.

Football and basketball games were usually held on Fridays during this era, after school or in the evenings. School was often dismissed early on Fridays, so students could get ready for the "big game." Because war limited other entertainment, turnout for these games was usually very good. "There were about 400 kids in the school then," said Mr. Smith. "And for games, 350 would turnout in the stands. The other 50 would be down there playing."

A favorite hang-out for "slick chicks" and "smooth joes" after games and dances at school was the College Inn of the Sherman House in Chicago, provided someone had a car and enough gas to get there. A real treat was to have the announcer mention that a group from LFHS was in the "studio audience."

"The music we had was the best in the world," says Joe Emma. "Harry James, Cab Calloway, Frank Sinatra and all the big band sounds." "Long Ago and Far Away," "Jersey Bounce" and "Someone Has Taken My Place" were favorite songs during this era.

When the war ended, in the spring of 1945, LFHS was swept up in the national upsurge of new hope and vitality. The worries, efforts and future plans of students shifted direction. There was time to be happy, without the impending shadow of World War II, time for more fun now that the impression of national danger, however exaggerated it may have been, was gone.

Students in the late 1940's continued to work in after school jobs, but found more time for entertainment. The Peacock Supper Club was a favorite gathering place for students after class dances and other special occasions. It was a cocktail lounge and restaurant on Highway 41, not far from the school actually, but it seemed a long distance then, when the speed limit in Lake Forest was only 15 m.p.h.

Students often gathered at Sally's for an early breakfast after a late dance. The Parkside and the Tick-Tock were also popular among students in the 1940's, but have since been closed and forgotten.

Lake Forest residents were still very conscious of those young people in the community who had served and died in World War II, and wished to build a memorial to them. Edward Welles, who later became mayor of Lake Forest, headed a committee to plan such a memorial and decided that a community youth center was the most needed project. "There could be no more fitting tribute to the sacrifices made during the war than this memorial dedicated to the welfare of the youth of Lake Forest . . ." (**Lake Forester, 1947**).

LFHS students were highly pleased with this proposal, which would give them a place to go and talk or dance after basketball games and movies. The Cola Cabana Committee, a group of students from the high school, Lake Forest Academy and Ferry Hall which planned recreational activities, backed this wholeheartedly. Formerly, the center of teenage activity had been an old "Y" on Western Avenue.

In January of 1947, architect John L. King submitted his blueprint for the student memorial center to the mayor's committee. It was planned to fill the needs of the Cola Cabana Committee specifically, which was now called the Lake Forest Youth Council. The proposed building, which was to be on the Summit Place side of West Park, included a gymnasium and a dance floor, connected by a corridor so that the two could run independently. The dance section was to have been specially portioned off into smaller rooms for the Youth Council.

Money was a problem however, and the mayor's committee decided to buy an old estate rather than having a new building constructed. The Bevan estate, 740 Green Bay Road was considered, but a city-wide referendum defeated this pro-

posal. Later, purchase of the Koch estate, on the corner of Deerpath and Green Bay was approved, and it was named "Teenage Canteen." Several dances were held there in the fall of 1947 and students were pleased to have a place to go for a soda and to be with friends.

However, several citizens raised objections to the Teen Center. They felt it was not a fitting memorial to those young people who had been killed in the war. A city vote was called to decide the future of the center, and students began to fight for their new privilege. Many teenagers wrote letters to the **Lake Forester** stating their feelings. One wrote that after school dances and activities, the kids liked to go somewhere, but the nearest grill and soda fountain open past nine o'clock was in Highland Park. Other students questioned the community's views on kids gathering on street corners when they had nothing to do. The few recreation places in Lake Forest were ugly and unpleasant, and students wanted a place to go and dance, with a juke box and snack bar.

Students were willing to fight for the center. They held dances to raise money for a center of their own and sponsored essay contests for students to express their views.

Despite the efforts of many people, the community center was voted down in the city election and the Koch estate was put up for sale. This was a disappointment for the students, but, said one resident, they had learned to fight for what they believed in.

The 1940's produced a tough, compassionate and hard-working student. Born in the Depression and raised in the war, he knew much about life and trying — accepting a small defeat, such as the Teen Center, and sharing in a much larger victory.

Snake Dance Through the War (Curriculum and Co-Curricular Activities)

The curriculum at Lake Forest High School, as it entered its seventh year in 1941, was constructed around a framework of basic courses necessary to preparation for college.

Many departments offered general survey courses along with their more specific topics of study. In the social studies, there was a course known simply as 'Social Studies' as well as a civics course and the American, European and English histories. This was also true in the science department. There was physics, chemistry, biology, and a general science course which served as an introduction to all of the others. Math, English and most of the other courses were not designated by the specific topic of study but by the semester; consequently, all students followed the same math and English sequence. The other courses offered remained the same as in the 30's with the exception of one new class, Spanish, which was added to the foreign language program.

As World War II became incipient, one more change was made in December of 1941. Physical education classes for junior and senior boys were modified and lengthened by one hour a week, the purpose being to better prepare the boys for service in the Armed Forces.

Interscholastic sports at the high school still consisted of football, basketball, baseball and track. The teams received encouragement from the all-male cheer-leading squad and the newly formed "school spirit" committee.

Those who did not participate in interscholastic sports had numerous intramural sports to compete in. For the boys, there were baseball, basketball, volleyball, and waterpolo teams; for the girls, the LFGAA was active and very popular.

Other extra-curricular activities included all the various clubs, with the addition during 1941 of a Rifle Club, Diving Club and Victory Committee. The Boys' and Girls' Clubs remained the largest and most popular student organizations, though both the Dramatics Club and the History Club had growing memberships. The Dramatics Club continued to present at least one production every year, and during the years between 1941 and 1948 put on such shows as "Seven Keys to Baldpate," "Brother Goose," "The Three Musketeers," "Best Foot Forward," "Don't Take My Penny," "Jane Eyre," "The Mockingbird," "Kind Lady," and "H.M.S. Pinafore" in collaboration with the music department. The music department got into the act each year itself with an opera or other musical production, and featured performances of "Trial By Jury," "I Hear America Singing," "The Chimes of Normandy" and "Pirates of Penzance" through these years. Admission to the shows was usually about 35¢.

The History Club, originally called the Britannica Fellowship because it was sponsored by the Encyclopedia Britannica Co., kept its monthly meetings in the form of debates over current issues. The Victory Committee, formed in February 1942, was affiliated with the National Victory Corps and sponsored activities related to the war effort.

The Forest Scout continued to appear regularly as did the annual **Young Idea** and the **Senior Supplement**.

Of course the school dances thrived, the most important remaining the Senior Hop and the Junior Prom. The matinee dances held after school by the Student Council were also well-attended, and in 1941 the Council began sponsoring dances after the basketball games (later called sock hops) to which students and players from both schools were invited to encourage good inter-scholastic relationships.

During the following year, 1942-1943, many transformations in the curriculum and co-curricular programs occurred, changes resulting from the war-conscious society of which the Lake Forest Students were now a part. This year, a great effort was made by all the students to acquaint themselves with their peers, and on the day preceeding the opening of school, a "party" was given for the freshmen, called Freshman Day. The purpose of Freshman Day was to give the incoming freshmen a few pointers about survival in high school and so to prevent the "victimizing" of these innocent souls by the upperclassmen. Since then, Freshman Day (Freshman Orientation) has become an annual event. Another change during this year was the adoption of mixed sessions. Since the sessions had always previously been sexually segregated, this was quite a radical change.

Also changed were the meeting times of the Boys' and Girls' Clubs. They began to meet during the sessions period and no faculty advisor was required to hold a meeting. The club rooms were still forbidden to students for use after school, and violation of this rule led to the closing of the Girls' Club room toward the end of the 1942 school year.

The Homecoming Dance of 1942, like everything else, was affected by the war. In place of the traditional bonfire at West Park, the students collected a scrap metal pile. They also walked to the dance, spent no money on decorations (corn-stalks and pumpkins were used), and gave the proceeds to the Army and the Navy.

The traditional Junior Prom was an informal affair that year. Again, the war was taken into consideration as nearly everyone walked to the dance and the decorations were minimal. One thing of particular interest, however, was that a king and queen of the Prom were elected for the first time in the school's history.

Student Council held the first Fun Fest at Lake Forest High School in 1942. This party took place in the gym, and included dancing, card playing and ping-pong. The response by students to this new innovation was highly favorable and it promised to be a yearly event in the future. The **Young Idea** was published in two separate segments in 1942-43, one for each semester, unlike what had been done in the past. The art work in it was done by the various art classes.

The Victory Committee, previously formed by students after the attack on Pearl Harbor, expanded greatly during the school year 1942-1943. It performed a variety of services: 1) selling defense stamps at the main council post, 2) collecting old books from students for the soldiers, 3) promoting school spirit, and 4) sponsoring current events quizzes on important war figures and localities.

The athletic department during this year was a very strong one, due to the emphasis on physical fitness in preparation for the war. The same line-up of intramural and interscholastic sports of the previous years continued, with the exception that there was no interscholastic basketball team due to the gas shortages and subsequent rationing. The girls had much to do in the way of swimming, basketball, tumbling and even football. The newly formed Guppie Club, a water ballet group, put on a show in the winter and the Equestrian Club, a water club that year, attracted 18 members. Two other new clubs that appeared that year were the Quill and Scroll (a writers' club) and the Latin Club.

The rationing of food was often on the minds of the students and classes in nutrition were begun to instruct the students in the correct and economical preparation of foods. Nineteen junior and senior girls took a 30 hour course in home nursing in anticipation of future service in that field. This course was different from the nine week First Aid course which met one day a week for the entire student body.

Other courses pertaining to the war were a new typing course (utilizing more typewriters and an advanced teaching procedure), a new physical fitness course for the boys planning on entering the Army or Navy, a physics class taught in a manner paralleling the Army's course, and a new pre-flight course that instructed boys and girls alike in the basics of aerial navigation.

There were basic, regular and honors divisions for most of the various subjects, which were denoted by a number after the course listing. The grades were the same as now (alphabetical) except that pluses and minuses were used. However, "E's" denoted a flunking grade; "F's" were non-existent. Exams were given at the end of each semester, on three separate days. Each subject and each period had a different room — there were no mass exams with several classes together. Students who did not have an exam were expected to report to the library and stay there until the end of the day. Students were not allowed to use their lockers during this time.

The school year 1943-1944 was singular in respect to previous years in that the boys no longer went to school primarily to learn and prepare for college; rather, high school was just a way to pass the time before they could enlist in the Armed Forces and go off to war. The curriculum changed very little from the year before. The whole school was caught up with the fever of patriotism, and all social activi-

ties revolved around this spirit. The students, unsure of their futures, wanted to have a good time in high school. Consequently, school spirit and participation in the various high school activities ran extremely strong through this year. Coach Lindenmeyer reportedly "forced" each student to go out for at least one extra-curricular activity.

In 1942, the LFHS Victory Corps was born out of the Victory (or War Stamp) Committee. It joined the nation-wide effort to contribute money for 20,000 jeeps and in just five weeks had raised \$1,300, enough for the first of its "fleet." By the end of the year, LFHS students had contributed \$7,000 through the sale of war bonds, which went to financing one jeep, one 'quack' (amphibious jeep), one 'Grasshopper' (an aerial jeep), and a Piper Cub, with \$700 left to begin paying for a torpedo. Each piece of equipment had a plaque saying, "Contributed by the faculty and students of Lake Forest High School."

The '313' Club, an auxiliary to the Victory Corps, was introduced along with the first jeep drive, by Stanley Nelson who was the acting principal for Raymond Moore. (Dr. Moore had been called to serve in the Armed Forces.) Membership was granted to anyone buying at least \$3.13 worth of stamps — as a reminder of the 313 former students and faculty to date who were members of the armed services. "When you have joined the '313' Club, don't stop buying war stamps; but keep on buying as many as you can. Do without that extra candy bar or movie and buy a stamp instead," Nelson told an assembly.

The Victory Corps sponsored speakers and demonstrations during the year on the war. A chapter of the Junior Red Cross was formed at LFHS to help contribute to the war effort. Membership entailed making a contribution — of any amount. During the year, the group sold Christmas cards, and collected 750 books to send to servicemen all over the world.

LFHS students seemed very much together in all these projects. They were working for a common cause, and one they all believed in. It was driven home, in the sacrifices civilians had to make and in the support everyone had for those who were directly involved. Three Lake Forest girls danced for wounded sailors at Great Lakes, and toured with North Shore U.S.O. groups. Newspaper gossip columns told of all the parties people had for the servicemen home on leave. There seemed to be a general pride and feeling of accomplishment and purpose for everyone.

The war was a constant issue at Lake Forest High School during the year 1943-44; even the boy's intramural teams were named Army, Navy, Marines, Artillery, Coast Guard and Tanks. Therefore, it came as quite a surprise to the graduating seniors of 1944 when the whole thing ended before they really had a chance to become involved as adults.

1944-1945 saw no radical changes in curriculum, except that the emphasis on military matter, added to several courses as a result of the war, was reduced. Generally though, the curriculum stayed much the same as it had been: to prepare the students for acceptance into college — preferably in the East. The courses were still denoted by the numbers one through eight, designating each semester of the four years. The school day began at 8:40 a.m. and remained divided into 56 minute periods, with 30 minutes for lunch and a 30 minute session period twice a week.

Physical education classes were held three times weekly and the boys' activities now included instruction in indoor baseball, calisthenics, and anatomy. Girls' physical education substituted archery, tennis, and folkdancing for the more masculine sports.

Added to the list of clubs that year were the new Stamp Collecting Club and the Camera Club, which aided student photographers with instruction in picture-

taking and film developing. Besides this, however, little changed in the traditional line of co-curricular activities and options.

In the following year, 1945-1946, the Student Council revise its set of school rules that all students were expected to follow: "1) running in the halls, lunchroom, or on the stairs is prohibited at all times, 2) eating shall be confined to the cafeteria, 3) throwing candy, paper, etc. in the halls is prohibited, 4) smoking on the school grounds is prohibited by State Law and must be refrained from, 5) cutting into the lunch line is unfair to others (except when the faculty does it), 6) for the sake of the preservation of the beauty of the school, cutting across the front lawn is prohibited." (**Student Handbook, 1945-46**).

This year, and in each year since, the National Arion Foundation granted an award to the boy and girl in the chorus or orchestra who ranked the highest scholastically.

The curriculum didn't change much that year with one exception: the Pre-flight Aeronautics Course, which was set up in response to the war, was dropped. However, as Lake Forest High School entered its 12th year, substantial progress and improvement could be noted in the various areas of math and English instruction; these two remained the strongest departments though the foreign languages were also beginning to catch fire and draw students.

The biggest co-curricular event of 1946-47 school year was the marriage of the principal Dr. Raymond Moore to Miss Mary Kennedy. Though the marriage ended unhappily some years later, it was the number one topic of conversation with all students at the time.

The sports teams of 1946-47 ranged from the undefeated conference football team of Coach Lindenmeyer and the district tournament basketball champs of Coach Serfling, to the rather unsuccessful track team and the various intramural volleyball, tennis, baseball, hockey and swimming teams.

During this same year, a new club was started: the Music Club. This club, with 107 members, was created by Mr. Maloney to further student appreciation of music, both classical and popular.

As usual, the school days were enlivened by many activities throughout the year. The school had an all-school spelling bee, a treasure hunt, a Christmas program, and the infamous Senior Day, in addition to the annual big school dances. At the end of the year, the Honors Assembly was held, during which students were elected to the National Honor Society and the Quill and Scroll. Here, the Howard Book Award, the D.A.R. Award, the Jack Swensingson Trophy for the most deserving boy, the citizenship awards and the honorary Phi Beta Kappa Memberships were presented as was traditional.

Dr. Raymond Moore was the principal of the high school throughout the years of the war and after. He had the job, among many others, of ringing the bells that started and ended the school day. Sometimes he would ring them before 3:30, former students remember, but whenever they were rung several times in succession, the students knew that school was over. Many of the students would place bets on when they thought Dr. Moore would dismiss school on Fridays. In the year 1946-48, the school day was modified to consist of six periods of 45 minutes in length. Gym and study hall were an hour long, though the lunch period lasted 30 minutes.

There were no Honors or Advanced Placement courses during the forties. In the area of English, a course called "English — Special Help" was offered for students who needed more intensive training in the fundamental skills of English. The regular English program included grammar studies, informal speaking and writing, famous stories in prose and verse and mythology and religion surveys.

A change took place in the physical education classes — they now were held four times a week instead of just three. There was no boys' baseball team that year because Coach Lindenmeyer thought that track would keep his football players in better shape. All football players were required to go out for track. Consequently both teams were very good. New activities in girls' physical education included field hockey, tumbling, pyramid building, tap dancing, tennis, badminton and deck tennis. At the beginning of the year just as in the past, the girls were given physical examinations. Those not fit for strenuous sports were given corrective gym to help improve their physical condition.

The curriculum for the year 1947-48 was different from previous years in several respects. Oriental history was added to the courses offered in the social studies department and more courses in business administration were offered, such as an advanced office practice course and stenography.

In November of 1947, Caspersen and Swarthout Motor Sales (C&S Motors) presented a new 1948 four door Ford sedan to the high school. The car made a new course in driver's education possible. The course was open to all students of 15 years or older. The car was equipped with dual controls, and therefore permitted the first behind-the-wheel training at the high school. After successfully completing the course, students could receive their licenses without taking any state examination.

One of the new clubs in 1947 was the girls' cheerleading group. Six lucky girls were selected by a group of faculty members to compose the cheerleading squad; they were picked on the basis of their rhythm, voice action and appeal.

The first Turnabout Dance was sponsored by the L.F.G.A.A. in 1948 on Valentine's Day. The theme was Sadie Hawkins Day in Dawg Patch.

Something different was also started in the Boys' Club that year: at lunch time, movies were shown for everyone's enjoyment.

The Student Council sponsored the faculty-council party, the dances following the games, and College Day and Vocational Day. The latter was a day when businessmen from the local community were invited to come to the school to discuss their varied occupations with the students and their parents.

1947-48 was the last year that the high school was in the Northeast Conference. In 1949, it entered the North Suburban League with Woodstock, Libertyville, Warren, Crystal Lake, Zion-Benton and Grayslake because the schools in this league were closer together (thus cheaper transportation was available) and were all of the same relative size.

Homecoming was celebrated in 1947 with a parade on Friday and a Pep Rally in Market Square the night before. There, the Snake Dance began. The kids got in a long line and held hands, then ran through the town making lots of noise and playing crack the whip. The snake wound its way over to West Park for the traditional bonfire built there by the freshman boys, after which it was customary for the upper classmen to blindfold the freshmen and take them for a ride in a car. The freshmen were driven around and around and then released to find their way home. This practice did not continue in future years however because of community complaints. Students usually ended up hitch-hiking home, which was considered very dangerous.

Friday was an exciting day and began with the big parade, which started in town and made its way back to the high school in time for the game. The Scouts were victorious in 1947, defeating Crystal Lake 21-0.

The Homecoming Dance was held Friday Night at 9:00 p.m. The only money that was allowed to be spent on a dance back then (for decorations, food and the band) was that which was earned by selling tickets for the dance. The tickets for this Homecoming Dance sold for \$1.20 per couple.

The football season was a stupendous one that year. Of the eight teams that Lake Forest played, only one was able to score against them (but lost anyway). After winning all eight games, the Scouts became the Northeast Conference Champions, and went on to play in the finals of the district in Waukegan; unfortunately they finally met their match there and were defeated.



The 1949 Forest Scouts show their skills.

The Lake Forest High School golf team made its debut in April of 1948. The squad consisted of one player: Chuck Van Etten. When it was discovered that a high school coach must accompany a school entry, Mr. Conrad Swan was chosen to be coach; but, Mr. Swan admits, that after comparing pupil Van Etten's best scorecard and master Swan's best card, it was difficult to distinguish who was the coach and who was the student!

The seniors of 1947 wrote this to the school in their Senior Supplement: "You have offered us a balanced curriculum, well-suited to the needs of all students. . . . But more than this, we have known your plays, your athletics, your musical productions, your clubs, your publications. . . . We share a well-rounded education — an education that has made us aware of our abilities and has shown us how to use them." They speak for all graduating classes of LFHS in the forties and ever since. By looking at the years of 1941-48, one can understand a little more clearly just how Lake Forest High School has evolved into the school that we know today. It underwent many changes, both large and small, but throughout the years of the war and uncertainty, the school still remained the focal point of the students' lives, as well as that of the community. School spirit was an unchallenged emotion and remained with its graduates long after they were gone from its halls.

The Ultraviolet Light Debacle

The lighting within a school building may seem to be an unimportant, dull subject. However during a period between the forties and the sixties, an additional system of lights was employed in the classrooms of Lake Forest High School which was very interesting. These were ultra-violet lights, installed in the late 1940's

They were first put up in the shower areas of the locker rooms to prevent the growth of mold and odor causing bacteria; they did this job well. Not long afterward they were installed in all of the classrooms of the building supposedly to kill various types of germs, particularly cold and flu germs. There had been many recurring absences in previous years due to colds and flus (sometimes up to 30% of the small student body at one time) and these germ killing lights were supposed to take care of this problem.

Although this is a factual account of the purpose of the ultraviolet lights, there is a humorous anecdote surrounding their installation. This story concerns two good friends, Mr. Gladding, who was a speech, drama, and chorus teacher in the high school at the time, and Dr. Raymond Moore, the principal and the man responsible for the purchasing of the lights. Mr. Gladding seemed to have a "chronic cold." He was frequently absent on Mondays and Fridays for personal reasons. Thus, Dr. Moore purchased the lights as a favor—or perhaps not—to assure Mr. Gladding's good health and presence in school (from an interview with Mr. Short, May, 1972.)

The ultraviolet lighting system was very extensive. There were either one, two, three or four lights for each classroom, depending upon its size. These lights, which required complex rewiring, were shaped like troughs, approximately one yard long, containing two long thin light bulbs apiece. They were located on the walls, approximately 10 feet off floor level, near corners, or doors. They were used everywhere: classrooms, offices, and washrooms.

These lights became a very regular part of the building. Everytime a teacher entered a room and turned on the white lights, he would also turn on the ultraviolet lights; thus they were always on when class was in session. Teachers, including the chemistry and other science teachers, accepted the lights readily. They knew, of course, that the heat and radiation of the lights could be harmful if one got too close to them; however, they felt no apprehensions about this because of the distance between the lights and the students. Thus the ultraviolet lights became very routine.

The school continued to use these lights, in good faith that they were helping to fight the common cold (and even installed more lights in 1958-59, after the addition to the building was constructed) until a member of the community, a Mr. John Ott, intervened. This Mr. Ott, a resident of Lake Bluff, had a son who normally went to a private school, but who attended the summer session of the high school. Somehow these lights were brought to this man's attention and he investigated them. Mr. Ott was an intelligent man and was held in high esteem throughout the community for his work in time lapse photography. When he began investigating ultraviolet lighting systems similar to the high school's, he found that they were more harmful than helpful. They were dangerous for their radioactive, high powered emissions which were not only directly harmful to the students themselves but also killed many of the necessary and beneficial bacterias the air contained.

Mr. Ott brought all this to the attention of the Board of Education in numerous letters and discussions at their meetings. Mr. Ott's arguments were valid and had to be listened to. Thus during the 1962-63 school year, the use of the ultraviolet lights was discontinued.

The corresponding light switches were covered with tape and orders were given that they were not to be used. The countless ultraviolet lights around the school were left idle. The lights remained in this condition through 1963-64, and were finally taken down during the summer of 1964. Today one can still see evidence of the ultraviolet lights: the plate marks on the walls of classrooms, and the useless, disconnected light switches next to the regular light switches.

One forgotten light was just taken down a year ago when it was found by painters repainting an office in the girls' locker room. With the removal of that last ultraviolet light, this curious story ends. These lights had cost the school a great deal of money and required a good deal of work and time in installation. Their purpose, whether for health or other reasons is rather questionable, as it is uncertain that ultraviolet lights kill cold and flu germs, although they may control mold growth. But in any case, the company which made the sale and supplied them to the high school must have laughed all the way to the bank.

The Great Divorce (The Township Split)

The birth of district 115 occurred in 1949 when the citizens of Lake Forest and Lake Bluff successfully petitioned to separate from Deerfield-Shields Township District 113. This was their third attempt. The separation was brought about by a desire of Lake Forest and Lake Bluff citizens to have control over their own school.

Lake Forest High School students first attended Highland Park High School after its construction in 1900. In 1906 Highland Park advised Lake Forest of a tuition increase and the city fathers quickly considered consolidation. By 1907, Deerfield, West Deerfield and the southern part of Shields Township united to form Deerfield-Shields Township District 113. Lake Forest students continued on at Highland Park until 1930. In that year a statute providing for separation of school districts gave Lake Forest a chance to detach from District 113. A petition of 2,000 signatures was filed on April 1, 1930 with T. A. Simpson, Lake County Superintendent of Schools. On April 19, 1930, Simpson ordered the detachment of the Lake Forest area from District 113. Shortly before this injunction went into effect, nine sections in the northern part of Shields township joined Lake Forest in a referendum to consider whether these areas should be included in the new district. The referendum was defeated through subsequent court decisions; the short-lived independence of the Lake Forest district came to an end. On October 6, 1930, Circuit Judge E. D. Shurtleff found the statute providing for separation unconstitutional. Therefore District 127 (the proposed Lake Forest district) had no legal basis for existence. An appeal was taken to the Supreme Court, but to no avail. Lake Forest again became part of district 113.

In 1933 another bid was made to detach from District 113. At this time Highland Park High School was very congested. It became necessary to enlarge the school buildings. However, Lake Forest wanted its own school. In an attempt to keep the district united, a meeting was held before the Educational Committee of the state legislature at which the Lake Foresters present promised to forsake any further notions to create a new district providing a four year high school was built in their community. Lake Forest financed its high school on a WPA grant of \$1,343,140.

Work began on Lake Forest High School and it was first occupied in 1935. Earlier, on November 15, 1934, another referendum was held in which the nine sections of Shields Township, previously denied union with district 127, were accepted into district 113. That brought district 113 to the area and it held until 1949. Lake Forest High School served the northern part of the district and Highland Park High School served the southern portion. However, in 1949, Lake Forest made yet another effort at detachment, an attempt which would not be appeased until district 113 was split in half.

It was on January 24, 1949, that Mayor John Giles of Lake Forest issued a public statement that steps had been taken towards separating Lake Forest High School from the Deerfield-Shields Township District. This marked the beginning of a series of steps toward the dissolution which finally ended a long drawn-out court case. Of the several reasons contributing to the decision to split, the major factor was the concern of Lake Foresters about their taxes. The facts indicate that they had a legitimate gripe. Of the total number of pupils attending the two high schools in Deerfield-Shields Township, only 25% actually attended the Lake Forest Branch. However, the Lake Forest area contributed about 45% of the taxes used to maintain both high schools! In the ten years preceding the split, Lake Forest taxpayers had paid \$1,000,000 more in taxes than had been used to maintain Lake Forest High School. Also, at this time Highland Park was planning to make an addition to its school. The end of the war marked the beginning of a period of rapid growth in the district, and new facilities were needed to compensate for this increase. These additions, to be made at the Highland Park branch, would have cost the taxpayers some \$1,400,000 — 45% of which would be paid by Lake Foresters; but giving Lake Forest students no chance to benefit from the new facilities. Many Lake Foresters anxiously prophesized that if Lake Forest grew very much, the high school here would become crowded, and the situation would become similar to what it had been before 1935. They feared that some students might be forced into the bothersome and expensive inconvenience of busing to the available facilities at Highland Park.

The first step in seeking separation was the signing of petitions. Two separate but identical petitions were circulated — one to be sent to the Shields Board of Trustees, and one to be sent to the Deerfield Board of Trustees. Both had to be signed by two-thirds of the eligible voters in the Lake Forest-Lake Bluff area. The consent of both boards was needed for the split, and if one board denied the petitions, the county superintendent would decide the case.

The circulation of petitions was part of an effort by the entire community. Knight Cowles headed the movement, and he had one hundred volunteers to help him with this immense task. Petitions were carried to individual houses, but voters could also sign them at City Hall and several local stores. Adds were run in the **Lake Forester** urging voters to sign petitions. This operation took about one month, and after that time over 90% of the voters in Lake Forest and Lake Bluff had signed the petitions. The petitions were then turned over to City Hall for inspection of the legality of the signatures. Roy Whiteside acted as attorney for Lake Forest in this, as well as many other school matters. Miss Cory and Miss Knox were sent by Dr. Moore to write down all the questionable signatures on the petition. They typed all day on these. After running a check, none of the questioned names were found illegal. After thorough inspection, the petitions were turned over to the two boards. Without hesitation, the Shields board approved the split on March 25. This was to be expected because Shields Township consisted almost totally of Lake Forest residents. The Deerfield Board (Highland Park) took much longer to announce its decision. On June 6, it announced that it denied the prayer of petition.

Several reasons were given for this decision. The first reason was simply a question of legality. Highland Park claimed that many who had signed the petition were ineligible, such as maids and domestics whose permanent addresses were not in Lake Forest. The Board also said that it was American tradition that education in public schools should be free and equal and paid by taxes based on property value, regardless of whether or not the taxpayer himself benefits from the school. Other reasons given included the idea that it was the policy of the State Legislature to decrease the number of school districts, and the opinion that a split would cause educational standards to deteriorate in the lesser-privileged portions of the district.

The decision was then thrown into the hands of the county superintendent, W. C. Petty. He held a hearing on June 27, 1949, after which he decided in favor of Lake Forest. The following reasons were given for his decision.

1. The law provided for creation of school districts by petition and the petition filed was proper and legal.
2. The division of the district would not jeopardize the welfare of the old district or the new district. (Here Mr. Petty sighted the per student valuation of all neighboring schools which showed that although the new district would have a higher per student valuation than would Highland Park, Highland Park's valuation would still be considerably higher than the average, and far above the line of educational subsistence.)
3. The schools were already existing as two different schools, with different administrations.
4. Both schools had sufficient enrollment and wealth to maintain a good educational system. They also covered sufficient territory.
5. A community having its own school has more pride in itself, and American tradition is based on pride in one's community.

The boundaries of the new district 115 were set up by Petty as shown on a map. The new district was instructed to hold elections for a board of education within 15 days of Petty's decision. As of June 29, 1949, the Shields Township territory was detached from district 113. But it was not until 1952 that the Supreme Court decision was rendered upholding the decision.

On August 3, Highland Park filed suit against the new district 115 (Lake Forest) through State's Attorney Harry Hall. The suit, which eventually went to the Illinois Supreme Court, was filed to interpret the law to determine the correct distribution of funds. They also filed a list of signatures from the petition, and they contested the legality of these signatures. April 21, 1950, was set by Judge Ralph Dady of the Lake County Circuit Court as the date for the trial of the split. It later went to the Supreme Court because, after Judge Dady ruled in favor of Lake Forest on the split, Highland Park again appealed.

In the Circuit Court, three main issues were involved. The first, which was the legality of the signatures on the petitions, was brought before the court on April 21 and 28, 1950. It was decided that the petitions did have the necessary number of legal signatures. The second issue was one of financial distribution between the remaining District 113 and the new district 115. The school code provided that, after a district split, an appraisal first must be made by each district after which the trustees charge and credit the respective districts with their proportionate share of the valuations. After that, settlement must be made so that the new district receives a correct portion of the taxes it has paid to the old district. As a result of this, Highland Park paid Lake Forest \$236,000, a payment which they vigorously contested.

This was paid to Lake Forest by March 31, 1950, because Lake Forest had brought a court mandamus against Highland Park requesting immediate payment. Lake Forest was found to owe Highland Park \$274,000, which represented the amount Highland Park had paid to build Lake Forest High School. This was to come from the building fund. At that time the building fund and the educational fund were separate budgets. This made it necessary for debts in each budget to be settled individually, and both schools owed to the other. The debts were settled in court and paid by 1955. It is easy to see why Highland Park fought so hard against the split when one takes into consideration the fact that Lake Forest did represent close to one half of the taxes used by the district. The year after the split, Highland Park taxpayers paid almost \$120,000 more in taxes for high school purposes than they would have if there had been no split, and Highland Park was still operating on a deficit budget.

The third, and most obvious factor in the circuit court case was the legality of the split itself. The court enforced Mr. Petty's decision and allowed the split. Highland Park appealed and the case was ended in the Illinois Supreme Court on March 20, 1952. The split itself was not the specific issue in this case. The issue decided in this case, *People vs. Wood et al.* (Wood being the president of the new Lake Forest Board of Education), was the right of Highland Park to appeal the decision of the Circuit Court. The decision of the court was that Highland Park did not have grounds for an appeal, and that the decision of the Circuit Court upholding the split stood. This marked the end of the actual separation of the district, and the first point at which the new district 115 was recognized by all concerned parties.

The split between the districts had many effects on both communities. The relationship between the two communities was not really drastically changed. Although some Highland Parkers may still harbor "bitter feelings," on the whole the split was a surprisingly amicable situation. This was because the main reason for the split was a concern over taxes, and there was no personal or social quarrel involved. The effects on the individual schools and students were minimal because the schools were already being run separately and the split provided no obstacles to their continued efficient operation.

The only problems created for students were for Lake Forest vocational students. Lake Forest High School had no vocational program, and vocational students had always gone to Highland Park where the vocational program was extensive. After the split, students who wished to continue that program could only do so if they were accepted as tuition students at Highland Park. The main effect of the split was the independence of Lake Forest High School. A new board was elected which consisted of seven members, five from Lake Forest, one from Lake Bluff, and one from Knollwood. The new district consisted of Lake Forest, Lake Bluff, Knollwood, and Great Lakes.

1949 marked the beginning of not only a new district but also a new era for Lake Forest High School. The main fear of most Lake Foresters, that of over population in the high school, became a reality. In 1972 Lake Forest High School stands as a two campus school united under one district — the district that Lake Foresters had envisioned since before the birth of their high school.

Part III

The Chaperones

(Faculty)

Of all that has been said of the teachers and staff of 1949-58, one thing can be certain; they were at least as interesting as the students. Although the turnover of teachers was and still is large, the size of the staff remained fairly stable, averaging about 28 persons each year. This created a close-knit faculty over which Dr. Moore ruled with an iron hand. Dr. Moore set high standards for the faculty resulting in a staff that held at least one doctorate and approximately 19 master's degrees. Once a teacher had successfully completed two years at LFHS and was to be rehired for a third, he was eligible for the tenure plan. However if a new teacher did not establish himself favorably in the superintendent's opinion, he was simply not rehired for the next year. Due to the absence of departments, there were no department heads to check up on fledgling teachers, so they had no way of knowing how they were doing.

Departments for each subject were not needed in the early fifties because often one teacher was the sole instructor of his subject (i.e. Madame Doerfler taught all French classes and another teacher taught all Spanish classes). The English department had four teachers and occasionally held informal evening gatherings to discuss and coordinate their programs. Eventually the English department expanded so that it became increasingly more difficult to gather all the teachers involved on one evening — thus, more formal departmental meetings began after school.

Before these departments evolved, teachers had no one to coordinate and lay out courses, or to set specific policies to be followed. This allowed the teachers much freedom as far as their teaching methods were concerned. One student particularly enjoyed Mr. Francis Mullin's relaxed, informal format, and felt that this course had the most to offer. Another felt she had learned the most from Dr. Frank Townsend, who always came to class well prepared and taught an almost college level course. Mr. M. Callen apparently used brute force to earn respect, while Mr. Edgar Lindenmeyer always was revered by the students as a deeply dedicated teacher. It is obvious that the methods used by teachers at Lake Forest High School were varied and usually successful.

Because of the absence of a guidance department and a need for a daily meeting place, sessions were imposed. In addition to the session duty, each teacher was expected to sponsor an extra curricular activity. Dr. Moore was very adamant on this point and expected each teacher to participate in an activity. It has been said that those teachers who chose to be coaches found their paychecks to be larger than those who weren't coaches.

Salaries ran from a low of \$2,800 (starting salary) to a high of \$7,400. Salaries varied, depending on individual things such as experience, the number of classes one taught, and the salary which Dr. Moore and the school board decided to allot. In contrast, the system used today to determine salaries is based largely on the number of college degrees held by the teacher. Also a teacher's salary was penalized if he didn't live in this district.

Some teachers felt this method of deciding salaries was unfair, and held this among other grievances against Dr. Moore. Perhaps the issue that irritated them the most was Dr. Moore's policy to always back the students in student-teacher conflicts.

The effects of the Korean War were felt at LFHS in 1951 when Mr. Leo Gilchrist, a math and general science teacher, was called into duty by the marines. He left February 15, 1951. The following month Mr. Robert Haebich, an English teacher, and Miss Grosshans, the librarian, were married. Their engagement sparked student interest and prompted the writing of the following poem, which appeared in the Oct. 25, 1950, **Forest Scout**:

“Young Mr. Haebich came in from the West,
With Shakespeare and Caesar and the rest,
Intent on his teaching of English and “Scout”
With many a thought of young ladies about.
Then one fateful day at the end of class,
Our young Mr. Haebich chanced on a pert lass.
Her name was Miss Grosshans, her face it was fair,
But her overdue books were too heavy to bear.
The students of Lake Forest began to get wary
Of the long tetes-a-tetes in the library.
This started the whispers, the rumors and tension,
But our two young teachers paid no attention.
Then came the day — the glorious day
To the altar they're headed — they're on their way!
‘So daring in love, so dauntless in war,
Have ye e’er heard of a gallant like young Lochinvar?’

This marriage led to their resignation.

Some feel that student-teacher relationships were better in the fifties than today. However, Dr. Townsend feels that now there are closer and more casual relationships than ever before.

Teacher-teacher relationships have also showed signs of change. The old informal, evening meetings, the 30 member faculty days, no longer exist. As one present teacher said “It's not so embarrassing anymore not to recognize a student's name or face but to meet a teacher in the hall and not even know him or her. . . .”

Inside Joe Student and His White Socks (Students)

The student who attended Lake Forest High School in the era 1949-1958 had changed and evolved in subtle ways. This is not to say that the basic mind and soul were different, but that certain conditions in society had changed the school and thus, to a certain extent created a different type of student.

The great national psychological feeling of relief and jubilation following the end of World War II brought a new view of life for everyone and a chance for "smoother sailing;" there was time for a student to be a little younger and have a little more fun. The word gay is a good description of a typical student then.

The enrollment at the high school, which had been gradually expanding, underwent a boom in the later fifties. Partly as a result of the war, and partly as a result of the exodus to the suburbs, the socio-economic status of the students in Lake Forest changed. Most students were no longer children of servants or merchants, but of upper middle class families. Also, because of the great rush for the suburbs and the masses of servicemen returning home after the war, a good deal of the students were transfers. Lake Forest High accepted students from Lake Forest, Lake Bluff, Knollwood and Great Lakes Naval Base.

To say that Lake Forest High School was a very important part of the students' lives is not quite sufficient. It was his life. Both work and play were centered around the school. Clubs were the heartbeats of the institution, as most students were involved in some way. The most popular clubs at this time were Intramural Sports, GAA, Drama Club and **Forest Scout**, which estimated student participation in the various clubs to be at least 40%.

At school, students listened to teachers respectfully and took their word to be the last word. However, this did not discourage close relationships between the two groups; for the most part teachers were able to communicate with students and were an excellent source for advice. Being counselors also, teachers offered personal guidance as well as academic help.

Students of the 1950's were kept under close watch. They were always to be exactly where they were assigned to be, and no one was allowed to roam the halls without a pass. For those who wished to violate these rules, detentions were given quite liberally.

Detention halls were very strict: students were required to study in absolute silence. However, once in a while a penny would roll up the aisle and hit the baseboard next to the teacher's desk. The guilty student, if caught, would be severely reprimanded. All would be quiet for a week or so until another penny would be heard rolling up the aisle.

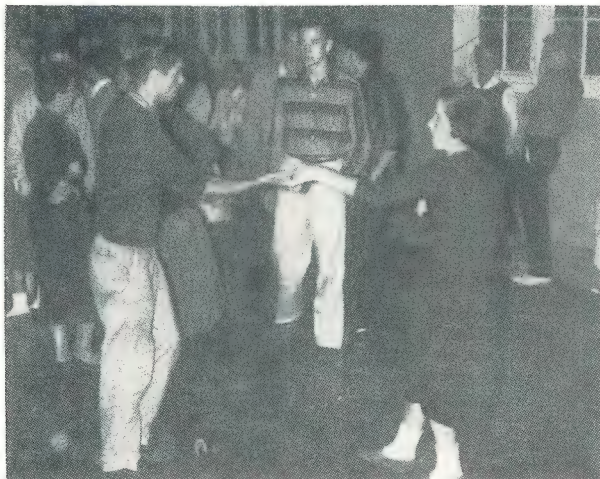
In some ways, LFHS students were considered dependable and trustworthy. One Halloween in the early 1950's, the Lake Forest Police Department deputized 184 LFHS boys and stationed them at various points to patrol for holiday pranksters.

There were exceptions, though. One day in 1949, two students strung a ¼" cable across the street at the northeast corner of the school parking lot, and tied it to two fence posts cemented into the ground. Two other boys on a motorbike were returning to school from lunch. As they were late, they were going at top speed and didn't see the thin cable in time to turn. The student driving the bike was hit by the cable, which slit his mouth back to his ears and tore off some gum tissue. The student riding behind him was thrown forward, flipped over the motorbike and landed on the gravel road. Both were taken to the hospital, and fortunately the cable wasn't securely fastened to the posts — it snapped on both ends upon impact.

Later, Dr. Moore lined up all of the boys in the school and "was able to pick out" the two boys responsible for the prank. They were expelled.

In general, LFHS students during this period were not pressured by an outside world of conflict and were able to enjoy themselves consciously and unconsciously.

Their social world consisted of dances and many, many parties. The school provided and sponsored an abundance of dances throughout the year that were very popular. Cellar, a school-connected organization, met every Friday night and students jived to the tunes from the jukebox, one of the treasures of the school. Individual parties were given at the rate of two or three "all-come" parties a weekend and numerous other private ones, "Slumber parties" swept the school in epidemic proportions in the middle fifties, monopolizing the girls at least one night a weekend. As the months of school dragged on the students used more and more original ideas for parties, such as the "come-as-you-are" party where everyone came just as they were dressed when they received the invitation to the party.



"Students jived to the tunes of the juke box."

Junior Prom was the most exciting dance of the year. As at all other important dances, the decorations committee racked their brains for months beforehand to come up with original ideas. The 1957 Prom Decorations Committee seemed to have a group of extremely ambitious and perhaps unscrupulous members. The theme being "Southern Plantation," they could consider of nothing less than having a real magnolia tree in full bloom. It just so happened that in the middle of the deserted McCormick Estate stood a beautiful blossoming mag-

nolia tree that belonged to a Lake Forest society matron, whose dream for the past few years had been to build a house around this lovely tree. By the light of the moon, three brave boys somehow found their way to the tree and in turn the tree found its way to the gym for the dance.

There was never such a beautiful prom as this one, with an 18 foot high, 18 inch diameter magnolia tree in the center of the dance floor. Unfortunately, the indignant lady who owned the tree complained loudly to Conrad Swan, the junior class advisor, and demanded her estimated value of the tree, \$1,000. Mr. Swan then tried to collect this amount by demanding \$3.00 of each junior, but some refused to contribute and others somehow always seemed to forget to bring the money.

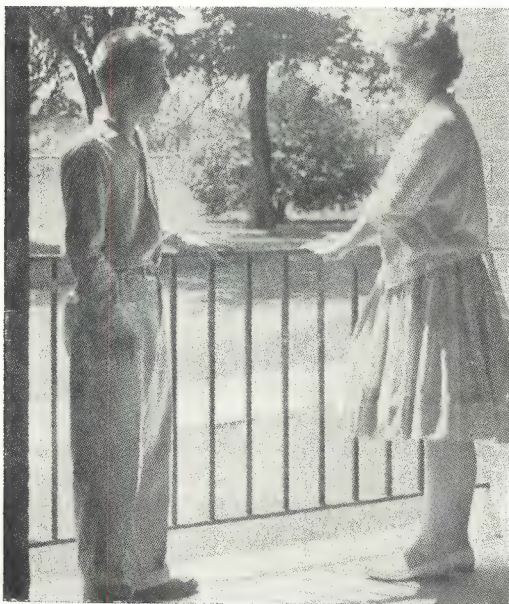
With humble apologies, Mr. Swan approach the woman with only \$300, which she accepted graciously. Imagine the astonishment of the junior class when they received a notice at graduation from Lake Forest Hospital thanking them sincerely for their \$300 donation.

The party spirit was not only reserved for after school hours. Jokes, pranks and gags were a great part of the school life. The students' natural liveliness and gaiety, which was more prevalent than before, provided great opportunity for fun and comedy.

Styles in fashion in the fifties still included bobby socks and strings of pearls for girls. Everyone wore the same thing — there was really no question of dressing differently. Boys donned white or plaid shirts, bulky sweaters, bulky cordoroy pants,

chinos and loafers. Their hair, being close-cropped, was combed back from the front into a sort of pomp. Girls flaunted their white socks, skirts to the knees and bobbed hair. For special occasions, they wore cashmere sweaters, the color gray being especially "keen" (nice looking). Stockings were worn only for the best nights.

In this era, hangin' around the malt shop or smoking out at the "weed patch" (an area behind the school that was technically off school grounds) occupied spare time. Wearing your "steady's" sweater with blue and gold letters was a dream realized by few girls, but envied by all. Students gave chocolates on Valentine's Day and smooched on Parent's Night.



*Joe and Mary Student having
"Fun in the Fifties."*

Freshmen —

"We are excited, happy and gay;
We romp and frolic every day.
We love high school —
We're faithful and true
We are sophisticates — freshmen too "

Sophomores —

"What wonderful students are we all
We now have grown big and tall.
The frosh should get on their knees and bow,
After all ,we're sophomores now."

Juniors —

"Big wheels are we in our junior year.
We have that confident, grown up sneer.
We humor teachers day after day.
About school we're completely blase'."

Many problems arose for students during this era that were typical of problems of students in all eras. One was boredom. A favorite past-time in Miss Doerfler's class was to catch bees that flew in the window. Miss Doerfler was not a boring teacher — this was common in all classes, but hers had the record for catching unusually large bees.

One problem these students did not seem to have was apathy. Lake Forest High School was their school and they kept it clean in reputation and condition. Competition between classes existed, however.

The **Forest Scout** explained it like this in 1953:

Seniors —

“The lordly seniors come through the door,
‘Oh my,’ they yawn, ‘school is such a bore!’
We simply must attend the next class
Without us, the school’d collapse.”

But senior girls were still “big sisters” to the freshman, giving them advice and aid in getting along in high school. The four levels did mix and actually got along quite well.

Because the student population was small, there were also certain students who seemed to stand out in everything. For instance, the same girl was usually Prom Queen, Homecoming Queen, a G.A.A. board member, a cheerleader and worked on a number of club staffs. Nor was it unusual for a boy to be Student Council president, active in sports and a class officer. Outstanding students were awarded at the end of the year at the annual Honors Assembly.

The students in this era liked to have get-togethers and assemblies for any occasion. Senior Day, at the end of the year, was celebrated with a Queen and King reigning and a program at which the Seniors “willed” off items to the underclassmen. Mrs. Elsie Volpe (LFHS '54) remembered her class being willed a pair of red sweat pants and then having difficulty deciding to whom she would will them.

“Teen Talk” was a column in the **Lake Forester** that listed the gossip about all parties and socialites. Every year, there were several students from the high school who made the column frequently.

Dating was as popular as ever in the 1950's. “Going steady” did not mean a life-long relationship, but merely a temporary bond. Many students went through countless temporary bonds throughout their four years at LFHS.

Music always highlighted student social events. Glen Miller, Patty Page, Pat Boone and Johnnie Day were the tops in popularity, as students swooned or jitter-bugged to their melodies.

Transportation was somewhat of a problem, even with war limitations lifted. Because of the lack of parking spaces, few students drove to school. Many students relied on the North Shore Line, which ran near where the Northwestern tracks are now. This train served LFHS students as well as students from seven other north suburban schools. It made three stops in Lake Forest and one in Lake Bluff, picking up students and depositing them near Noble Ave. When the question was raised of possibly dropping those stops and perhaps discontinuing the line altogether, the LFHS student body reacted strongly, pointing out that 81 students used the line for transportation to school in good weather, more used it in bad weather, and 164 students used it following after-school activities. The train schedule stayed as it was, for at least a few more years.

After studying the students and their activities in the 1950's, one can try to decide if the students who sat in the desks of the high school then were any different than those who had sat there before, or would in years to come. By studying mere facts, this is difficult to determine, so one must turn to former students and teachers. Most alumni agree that in the era 1949-1958, students had less responsibility and less desire to accept it. For the most part, students were not well-informed about politics or the world outside. Perhaps the students matured more slowly. The school was their world, and they used it to live fully before having to take on the responsibilities of the adult world. It was an insulated universe where students could be carefree and liberated, dance to their music and follow their fads. Their high school years, the 1950's, were happy go-lucky — more so than any other era in Lake Forest High School history.

Bustin' Bob and His Cowboys

(Curriculum and Co-curricular Activities)

Over the ten year period from the school term of 1948-49 to 1957-58, the curriculum offered at Lake Forest High School remained fairly constant. A few new courses sprang up over the years, and others were dropped; but such change was infrequent.

Each of the school year's two semesters was divided into shorter grading periods. At first, there were six of these shorter periods a year, three each semester, and they were six weeks long. By 1957, however, this system was changed to the one presently in use at the high school, a system in which each semester consists of two nine week quarters. The method used to denote grades has also been changed. Letter grades, such as A, B and C, were used from the school's beginning until 1953-54, when a system utilizing number grades was adopted. The numbers ranged from a 6, comparable to an A+, by present grading standards, down to a 1, equal to an F. This system remained in use until 1967, when the school reverted to its former system.

The average work load carried by the students was four or five solids. Five was the maximum number anyone was allowed to take. Among the offered courses were two which the students were required to take during all four years of high school: English and physical education. In English, two main courses were open to the students. The first was the normal course offered, according to the class that a student was in. During certain years of this period, an accelerated, or honors type course was developed and offered to the more advanced students. The other choice was Remedial Reading, designed for the student who needed extra help with basic reading skills. Speech was the only other English course offered over this period, and it was open just to seniors, who could take it in addition to their regular English class. In Speech, they learned how to write and present speeches and debate. In 1952, the name of this course was changed to Public Speaking.

Physical education, the other required course, was changed to a five-day course during the fifties, and has remained so to the present. Boys who went out for a competitive sport were exempt from gym during that time. The girls though had no such option. Square dancing was one of the programs featured in gym classes during this time.

History was always an extensive department at Lake Forest High School. Included in the curriculum were a variety of courses such as Community Life, English History, Modern European History. Latin American History, United States History and Far East History. Far East History, a half year course started in 1947-48, changed its name to Oriental History in 1950. Community Life was a course offered to the freshmen. It was dropped as a course in 1954-55, and reinstated the following year, only to be dropped once again two years later. English, Modern European, Latin American, and U.S. History all remained on the curriculum over this ten year period. Latin American History was only a half-year course. United States History was required of all students by state law and was offered to juniors and seniors. In 1949-50, a new course, Ancient History, was offered. Unfortunately,

this course lasted no longer than the year of its initiation. Economics was added to the curriculum in 1951-52, but lasted only two years. Two other courses offered in history during these ten years were Citizenship and Civics. The first was offered in 1956-57, and the second in 1957-58.

The field of mathematics remained the same throughout all the years, except with respect to algebra. General Math, a freshmen course, Plane Geometry, Solid Geometry, and Trigonometry were all part of the curriculum. In algebra, three courses were offered over this time period; Alegbra, College Algebra, and Advanced Algebra. Occasionally only two of these three courses were offered, but the two varied with the years. A fixed pattern of math courses was set up for the college-bound student consisting of Algebra in freshman year, Plane Geometry sophomore year, Advanced Algebra in the junior year, and Trigonometry and Solid Geometry in the first and second semester of the senior year.

Four science courses were still offered: General Science, Biology, Chemistry and Physics. In 1952-53, Health Science was added, but it lasted only two years.

Latin, French and Spanish were the three options open to students of foreign language, the most popular of these still being Latin, which was offered to the students at four levels. Spanish and French, which did not have such large followings, were frequently not offered for a fourth year because of a lack of students.

The scheduled courses in music, art and business education never changed. Band, Chorus, and Orchestra made up the music classes. The chorus was always quite large, meeting two or more times a day, and the band was of an average size. The orchestra, however, was very small. The director, Mr. Joseph Wagner, was known to lament this fact, to the extent of putting out an ad in the school paper pleading for live string players! The art department consisted of Art, Crafts, Home Economics (both cooking and sewing) and the Industrial Arts courses of Shop and Industrial Arts Drawing. Business education was programmed around the same courses as those offered in previous years.

Two other classes rounded out the students' days: the sessions and lunch. Between 1948 and 1957, all students spent their lunch hours together in the old cafeteria. However, in 1957-58, due to the completion of the new cafeteria in the school's basement, the lunch hour was split into two sections. During the first section, the freshmen and sophomores ate, and during the second half hour, the juniors and seniors. The creation of one eighty minute class came as a result of this new lunch system, and it displeased the students because it was such a great deal longer than their regular fifty-five minute classes.

Upon graduation during these 10 years, usually about 80% of the seniors went on to institutions of higher learning, compared with less than 20% in 1935 and over 90% in 1970.

Each school year starts off much like the one before it. Social events are planned routinely and are fitted into a schedule that allows them to occur at a fairly consistent pace, without interfering with each other. This was very much the case in the school years between 1948 and 1958.

One of the first events held each year was the Big-Little Sister Party, put on by the senior members of the Girls' Club for the new freshman girls. Each of the younger girls was matched up with a 'big sister.' The purpose of this party was to acquaint the young girls with their new school. The Sophomore Party was another party held in the fall. This was a stag party for sophomores only, at which they played games like table tennis and mingled in a casual atmosphere.

Homecoming remained the first big dance of the year. It was sponsored jointly

by the Boys' and Girls' Clubs, with the boys in charge of selling tickets and the girls making the decorations and the refreshments. The traditional festivities included the parade, the football game and finally the dance. The dance's themes for the three years 1949, 1950 and 1951 were all very similar. All were based on football, as is expected, and their decorations included goalposts and pictures of football players. The next six years, the sponsors came up with more original themes. In 1953, the theme was "The Snake Dance," named for that infamous ritual begun in the forties and still held the night before Homecoming in West Park. "The Cat," because Lake Forest was playing the Libertyville Wildcats, was the theme in 1954, and "Indians," "The Big Day" and "The New Conference" were themes for 1955, 1956 and 1957, respectively. This last theme choice came as a result of the school's change in conferences for boy's sports. As was the policy at all the high school dances until the sixties, students were forbidden to leave the dance before its end without written permission from their parents. The doors were heavily guarded to prevent any deviation from this standard procedure.

The Girls' Club sponsored its first fashion shows during the fifties. At first the fashion shows were held only once a year, and about ten students were chosen to model several outfits from Hein's in Waukegan. When the school increased in size, several shows were held each year and clothes for both school and informal wear were modeled from a variety of stores. The Girls' Club also held an annual banquet. The banquets were, at first, mother-daughter banquets. At these banquets the girls and their mothers were waited on by senior boys from the Boys' Club; attractive decorations were made for these dinners, fitting in with such varied themes as 'Travel' and 'Circus,' and music was usually provided by various girls' singing groups. In 1951-52, the tradition of holding a mother-daughter banquet was broken, and a father-daughter banquet was held instead. The theme for the first banquet of this type was 'Rocket to the Moon,' and each father was his daughter's 'man in the moon.' Plans made this year to alternate between mother-daughter and father-daughter banquets were carried out in succeeding years.

The Boys' Club also held an annual banquet. Until 1951-52, theirs had always been a father-son affair. At this time the senior girls from the Girls' Club repaid the favors they had received at their banquet by serving the food and cleaning up afterwards. In 1951-52, the boys, following the girls' example, broke tradition and held a mother-son banquet. After this, they switched annually between mother-son and father-son banquets.

One of the most interesting of all assemblies ever to take place at the high school was held in 1951 when Edward Baron, the 'world's fastest hypnotist' hypnotized 13 volunteers and made them hot, cold, cry and laugh at his command, and then made them stick to their chairs so that they couldn't leave the stage.

People traveled less in the fifties than today, especially students, and therefore field trips were a bit more special. Every year a student could usually catch one, whether down to Chicago with an English class for a play, with a science class to visit a museum or with a foreign language club to dine in either native French or Spanish style at a Chicago restaurant. In the spring of 1955 there was the big trip for 35 students of Mr. Leo Gilchrist, a science teacher: they went to Washington, D.C. for a week (a trip that was taken several years) to sightsee and meet such notables as Illinois Senator Paul Douglas. One student who went, Marguerite Otto, later recalled though that the greatest part of the trip was not the imposing history and awe of the capitol city but the climbing of so many steps. She recounted with excitement in a newspaper article how they all climbed 1121 steps in one day — 862 at the Washington Monument, 52 at the Jefferson Memorial, etc. — and the thrilling moment was when a boy named Scott Hannah broke all previous class

records as he reached the last of the 862 steps of the Washington Monument in six and a half minutes!

The annual play, put on by the Dramatics Club, was held in the fall, and in the spring, the music department performed its annual operetta. "Years Ago," "Dear Ruth," "Ladies in Retirement," "My Sister Eileen," "Our Town," "Arsenic and Old Lace," "The Mad Woman of Chaillot" and "Angel Street" were some of the plays produced between the years 1948 and 1958. In 1954, "The Barretts of Wimpole Street," the play which was presented, stands as unique in that one of the characters, Flush, was a dog. The part of Flush was played by Silver, a neighborhood cocker spaniel. Operettas put on in these ten years included "Iolanthe" and "A Waltz Dream."

Each year, juniors, seniors and their parents were invited to attend two educational seminars: College Night, and the Vocational Conference. Both meetings dealt with making plans for the future. At College Night, representatives from colleges all over the country came to speak in a small group to interested students. The vocational conference introduced the students to the different fields of study and work open to them. This conference was put on with the cooperation of business and professional men in the area.

Student Council continued to sponsor many dances and activities, and of particular interest, organized a faculty-council treasure hunt in which participants raced through the building to find clues leading to a hidden treasure. The Council also started a new tradition in 1951 of sponsoring a square dance in January to celebrate the end of semester exams.

Each winter, usually in December, the traditional Senior Hop was held. For three years in a row, 1949, 1950 and 1951, the themes, "Silver Sleigh," "Snow Flurry" and "The Snow Swirl," centered around the idea of winter and snow. The themes gradually became more varied, including "An Enchanted Forest," "Manhattan Mood," "Tabu" and "Club '58" in later years. The Senior Hop was, at this time, more formal than the Junior Prom.

Capers was the next big dance of the year, sponsored by Cellar, which came into being in 1953 (see monograph on Cellar). This newly-founded club, organized by Miss Helen Cory, met in the basement of Gorton School, where it held dances to records, a juke box or 'live' music. Dances were held every Friday night and they attracted large, sometimes overcapacity crowds. In 1956, the group was forced to move from Gorton to larger quarters at the Recreation Center.

Session Stunts followed on the agenda. Held every year until 1957-58, the 'Stunts' still consisted of acts made up by each session that tied in with one prevailing theme. It was put on for the community as a sort of talent show — often minus the talent. It was discontinued finally as it became increasingly disorderly and difficult to organize and produce. In the place of stunts, a "May Festival" was held in the spring of 1958. This festival consisted of several musical and dramatic presentations and was the beginning of today's annual talent show.

In contrast to the formality required at the other annual dances, for the traditional Turnabout, the students had to dress in tune with the theme. For example, in 1951-52, "Leap Year Roundup" inspired a western atmosphere and the girls came in jeans, whereas, in 1955, when the theme was "Comics," the students dressed up in comic strip characters. A favorite tradition for Turnabout was the presentation of corsages made by the girls to the boys. These corsages, a joke, were fashioned out of vegetables such as carrots and radishes. Entertainment always ran high at Turnabout. A variety of contests were planned: prizes were given to the couples dancing

the best waltz and the best Charleston, to the most cleverly costumed couple, to the person guessing the number of buttons in a Turnabout jar, to the winner of the girls' pie-eating contest and to the boy who could drink a coke bottle full of milk the fastest while sitting on his date's lap.

Turnabout was sponsored by the Girls' Athletic Association, which also sponsored an annual "Playday," held in the school years 1949-50, 1950-51 and 1953-54. On this day, the members of LFGAA invited girls from neighboring schools to participate in a morning of tournament games in such sports as basketball and volleyball, after which the girls were then served refreshments before they departed. In 1953-54, this club also sponsored a weekend cabin trip for the girls.

An intra-school gym exhibit was held in several years during the fifties, with probably the greatest of all being the show in 1955 when Bustin' Bob Behrens hurled over nine "salaaming" students crouched on their hands and knees.

Guppies, the synchronized swimming club, put on a show in the spring of each year after an embarrassing initiation of their new members in the fall. The girls were forced to wear plaid skirts, unmatching plaid blouses, no make-up, hair bows and spots of lipstick on their noses to school and then go through a more rigorous initiation in the pool after school. At first, the shows consisted of separate water ballet acts with no continuity between acts. 1952 was the first year the girls put on a show in which the acts, centering around the general theme, "Down Under the Sea," flowed smoothly together. This trend was followed in the succeeding years when such themes as "Aquannas," "Heaven Scent" (all the numbers for this show were based on perfume names), and "A Sea of Dreams" were used.

Two English contests were held each spring, in which representatives chosen from each session competed for the titles of "Best Speller" and "Best English Usage Contestant." Both the Spelling Bee and English Usage Contest were run and judged by teachers. The students were given words to spell or sentences which they were asked to determine as being correct or incorrect. Elimination was the process used to determine the winner; contestants were excluded when they answered incorrectly.

The Band, Orchestra, and Chorus traditionally performed in two concerts yearly. For several years, the Christmas concert consisted of various choruses of Handel's "Messiah," performed by the Orchestra and Chorus. In the spring they were joined by the Band in playing songs appropriate to the season.

Junior Prom remained the last big dance of the year. It was a formal affair, traditionally put on by the juniors as a tribute to the graduating seniors. Themes generally had a romantic, spring tone, and were often set in a southern or exotic climate. "Blossom Time," "Moonlight and Magnolias," "Coral Cotillion," "Stairway to the Stars," "Oriental Gardens," "Southern Plantation" and "C'est Si Bon" were some of the themes down through these years.

Each school year ended with an Honors Assembly at which awards, scholarships and other honors were bestowed up deserving students. Soon after this, graduation was held and the seniors, receiving their diplomas, left the school as students for good.

In addition to the yearly events, there were many clubs which met throughout the school years, providing activities for the students and, often, services to the community.

During the years 1948-51, many students participated in putting on a monthly radio program over station WKRS-FM in Waukegan. The show was 15 minutes long and presented various musical groups from the high school. In 1950-51, this program, called "After School Stuff," also sponsored a disc-jockey contest.

The Junior Red Cross had modified its services with the times following the

war, aiding veterans and for poverty-stricken children around the world. Selling food at the Homecoming game had been the primary method employed in raising funds.

The three student publications (**The Forest Scout**, **Young Idea** and the **Year-book** which had a different name each year) were continued through the fifties: the **Forest Scout** was published on a monthly basis, **Young Idea** once a year.

The Rifle Club and the Music Club were both dropped in 1955-56. However, before this happened, they had been fairly active clubs. The members of the Rifle Club strove to improve their marksmanship as they shot for different National Rifle Club ranks. The Music Club, formed in 1946, had met monthly, and at these meetings the members were entertained either by guest speakers and performers, or by some of their fellow members. In the last year of its existence, the club held a Christmas Carol Program in Market Square and a Spanish Music Festival.

The language club consisted of three separate units, one for the students of each language. The French club was called "Le Cercle Francais," the Spanish club, "Los Picaros" and the Latin club, "SPQR." These clubs functioned independently, holding meetings at which they put on skits and puppet shows and planned parties.

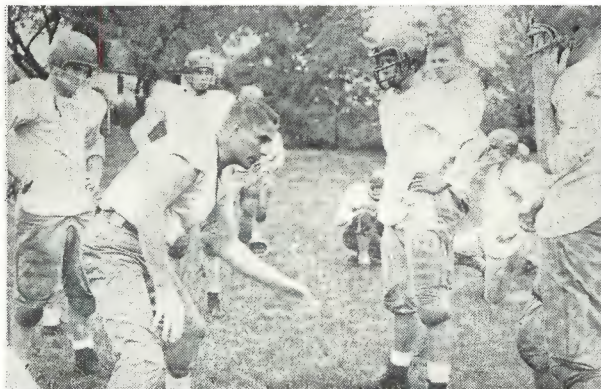
The Jerry Werhane Club was formed in 1954-55 in memory of Jerry Werhane, who would have been a sophomore at LFHS had he not lost his life in August while attending Camp Makajawan in Wisconsin. This club's main objective was to raise funds to send deserving boys to the camp. The club's annual spring project beginning in 1958 was cleaning up Camp Rineburg, which had formerly been the duty of the senior class on the traditional Senior Day each year. But Senior Day had been discontinued in 1956 when some members of that year's class had supplied all the workers with a great amount of beer, and not too much work was done explained a member of the class of 1948. (Since that time Senior Day has continued in an unsanctioned form however, usually noted on a beautiful spring day by the wearing of an official senior T-shirt by most members of the class, a great picnic some place, and a huge number of senior absences from classes.)

The Letterman's Club was first formed by a group of seven boys in 1957-58. The requirement for membership in this club was the possession of a major letter in sports. It functioned as a service club, selling tickets and candy at games and ushering at the various school productions. Unfortunately, the club did not live up to its expectations in its first few years; but it remained, and became more successful in later years, greatly expanding and fulfilling the services initially planned.

The Science Club was organized in 1957-58 by a new biology teacher, Mr. James Benton. Its membership was closely supervised and restricted to those students who showed intense interest. There was a board which reviewed the recommendations of students for new members, and three absences from meetings meant a student's removal from the club. At the meetings, the students worked on their own experiments, utilizing the school's equipment. In its first year the club made school history with the purchase of Lake Forest's first armadillo, which one of the members had ordered from Texas as a joke. (The creature died shortly after its arrival, unfortunately.) Two new clubs appeared at the high school in 1956. These were the Library Club and the Pep Club. The purpose of this first club was to encourage reading and to improve the library service. Pep Club's purpose was to promote school spirit. Pep rallies were held frequently and were very well-attended. Gerry Mahler (LFHS '58) commented, "When we had a pep rally, we **really** had a pep rally!" In 1957 this club, still fairly unorganized because of its youth, devised a system of giving points and awards to enthusiastic and involved members.

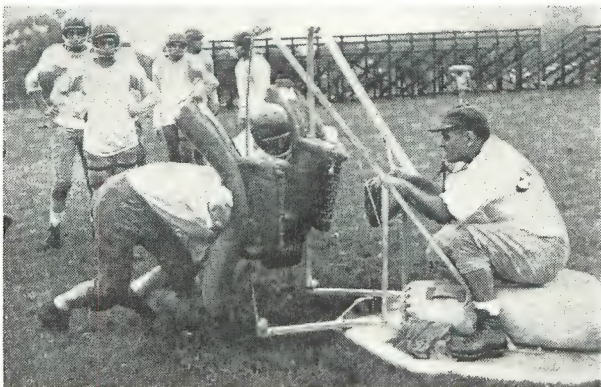
At the pep rallies, the Pep Club members were led in cheers by the Cheerleaders. There were two cheerleading squads: the varsity and the junior varsity. Throughout the years, the number of cheerleaders varied between five and six. A group of majorettes, girls who twirled batons, was also picked to lead the band at Homecoming and other football games.

In 1957-58, LFHS switched conferences for boys' sports again, this time becoming part of the Northwest Suburban Conference with the other schools of Elavernon (today Lake Zurich), Round Lake, Warren, Grayslake, Grant, Antioch and Wauconda. The reason was that LFHS wanted to compete with smaller schools, and some of the schools in the old Northeast Conference had become very large.



After-school dedication

ference. This team also went into the regionals competition, where they succeeded in winning their first two games.



Bustin' Bob warms up.

Boy's sports, girl's sports, plays, clubs and dances — all helped to round out a student's life by involving him in activities with other students, and in turn helped him to grow towards fulfilling his future.

Both the football and basketball teams had mediocre records for the majority of these ten years. 1957-58 was the only year in which the football team scored some measure of success, when it lost only one of its conference games. In 1950-51, the basketball team placed second in its conference, with a total of eight wins, two losses. The following year the Scouts basketball team took the title of co-champion with Crystal Lake, in their con-

Track, wrestling, golf and tennis were the other sports in which the boys played competitively during these years. Wrestling was initiated as a sport in 1954, with the purchase of \$1,230 worth of necessary equipment. Four years later the boys took a first in the conference. The completion of five new tennis courts in 1953-54 made the formation of a boy's tennis team possible. The coach of this team was Dr. Frank Townsend, and in its second year the team tied for second place in the conference.

Something to Be Proud of (Community)

During the 1950's new ideas were being produced that would set the pace for the revolutionary sixties. Clothes and music were changing. Parents were turning to the progressive Dr. Spock for advice on rearing their children. But most of all, the economy was changing. The formerly small upper-middle class was growing and pushing itself into exclusive areas, including Lake Forest. This was especially true when the large estates began to break into subdivisions. As a result of the search for the best community to live in, a school system was constantly under inspection. Lake Forest High School drew many to this area, and often played a substantial part in decisions to move here. In July, 1956, a mother who had decided to remain in Lake Forest because of the school, praised it highly saying, "the strength of the school lies in its recognition of the student as an individual entitled to the respect of all school members." She hoped that it's aspirations and ideals would be guarded well. Parents were generally satisfied with the job the school was doing. The community was pleased with its conservative youth as well. Lake Forest High School students were commended for their practical and neat appearances. Although the school did boast a few bona fide "greasers," one employee at Smith's Men Store was quoted as saying, "You saw very few blue jeans and 'Elvis Presleys' in Lake Forest." Obviously this pleased the community.

Two organizations which brought together the school and the community were the School Board and the Service League. The Service League was open to all parents of high school children. Prior to 1951, the Service League's president had always been a lady. However, in 1951, Mr. Stevas was elected, breaking the tradition. The major role of the League was to provide scholarships for "worthy" LFHS seniors. These scholarships were given on the basis of financial need and the individual's character and high school record. Applicants had to write letters to the scholarship committee of the League explaining their reasons for applying, and have two faculty recommendations. Parents also had to fill out a form. In the seventeen years before 1954, the League had donated more than \$7,000 in scholarships, helping 75 seniors begin their careers.

The funds were raised almost entirely by the Service League's Annual Benefit Program, for which a relevant and interesting speaker came to the school to speak. Examples of some of the more successful programs were those featuring an ex-prisoner of war from behind the iron curtain, in 1953-4, the poet Ogden Nash, in 1956-7, and an adventure-movie producer in 1957-8.

The Service League became increasingly popular, as can be seen in the membership statistics. In 1951, parent members numbered 248. The very next year, they had increased to 342. Many other activities were sponsored by the League, which probably drew new members. Discussions between faculty and parents were held at meetings and lectures were given. One such lecture was "Know Your Child," given by a child psychologist. Students and parents were annually invited to attend the Vocational Conference and College Night. And sometimes the League provided just plain entertainment. One favorite fun group was the Medicine Men from Abbott Laboratories.

The Service League also funded Cellar, very popular with the students in these years. In fact, all were so enthusiastic about Cellar, that one whole issue of the

Lake Forester (Thursday, December 1, 1955) was dedicated to it. Parents, teachers and students wrote articles commending its organization. The main thrust of the articles was their belief that Cellar gave the kids something to do, got them off the streets, and kept them out of trouble.

The School Board, whose purpose as recorded in the 1957 **Forest Trails** was to "establish all school policies which reflected the desires of the community," was composed of four representatives from Lake Forest, two representatives from Lake Bluff, and one from the unincorporated area (Knollwood). It met once a month, and had four main committees: Finance, Education, Publicity and Public Relations, and the Grounds Committee. During this ten year span, however, several special committees were set up. The Board was concentrating on finalizing the split from the Deerfield-Shields Township High School District 113, and facing the problems of the quickly increasing student population. In 1952, after several years of battling to get a practical-sized district for Lake Forest, the Illinois Supreme Court finally decided that Lake Forest High School District 115 could separate from Highland Park High School District 113.

In the meantime, the newly formed District 115 proposed an even further reduction. Lake Forest and Lake Bluff wanted to become a single district, excluding the then present North Chicago, Farnsworth, and Great Lakes areas. Highland Park contested this separation and took it to court. On March 29, 1951, Judge Ralph Dady handed down the decision in favor of Lake Forest. Lake Forest could now concern itself with educating the students of its own community. Concerning the final split, LFHS Superintendent Dr. Raymond Moore said, "the decision of the Illinois Supreme Court was logical as well as justified in the light of the wishes of the citizens of this high school community. The decision permits our school district to determine its own educational policies and future plans." (**Lake Forester**, March 27, 1952).

Around 1954, the School Board turned its attention to the "growing pains" that the school was beginning to experience. After two years investigation, the Board had decided on the urgency of remedial action and called for a referendum on March 30, 1957. To support the decision of the Board, Dr. Moore told Lake Foresters it would be impossible to conduct school in 1958. His hypothesis was well-founded: enrollment in 1950 had been 425; by 1956 it had climbed to 518; and in 1958, as Dr. Moore had anticipated, it grew to 676!

The firm of Stanley D. Anderson and Associates, which had originally built the high school in 1935, was hired to build the additions. By January of 1957, the school board had prepared two propositions for the community to vote on. Proposition A was a \$2,850,000 plan which included a 750 seat auditorium, teaching areas, a 1,300 seat boy's gym, and 20 new classrooms. Proposition B required an additional \$400,000 for a new pool also.

The board tried to get everyone as well informed as possible. Students helped to pass out pamphlets, board members appeared at various organizations to talk about their proposal, and a public meeting was held. But they did a bad selling job, as Mr. Al Glover put it. Mr. Glover, a civic-minded citizen, took an active part in questioning the referendum. He pointed out that since the public meeting was held on March 25, that left the voters only four days to make a decision on such an important issue. More than 300 people showed up at the public meetings — which left a considerable majority of voters still uninformed. Everyone there, Mr. Glover suggested, felt that additional facilities were definitely needed to meet the needs of the increasing population, but they were appalled at the lack of information available from the School Board. Some of the questions he and others had about the proposed additions and the answers given are shown below:

1. (Question) Most agreed that new classrooms were needed, but they questioned the need for an entire new boy's gym. Its upkeep cost would be somewhere around \$700,000, and it would only be used once a week or so for assemblies. They argued that extra room for drama and music rehearsals was needed, but they wondered about a whole new auditorium, with seating for 756 people. An all-purpose room without elaborate seating arrangements was suggested.
(Answer) The new auditorium and gym would be used not only for rehearsals, gym classes, and teaching areas, but they would also serve the community in a way which was not possible at the time. The number of seats had been arrived at scientifically to meet the needs of the school. Mr. P. Speidel, the president of the Board, also said that it would be more expensive in the long run to "tear out a wall and build piecemeal than to do the job right and with accurate planning." He pointed out that foresight always pays. (From a letter to the editor of the **Lake Forester** March 1957)
2. (Question) Someone suggested building a whole new school.
(Answer) The school had no property on which to build another school, and they had just acquired a substantial amount of property on which to build the additions, as well as a parking lot. There was also the question as to what to do with the old school, because there would be no immediate use for it.
3. (Question) Mr. Glover asked for costs as compared to other building costs, specifically in square inches, square feet and square yards.
(Answer) The answers were provided mostly by members of the audience, showing the proposed Lake Forest costs to be much higher than those sighted from Chicago firms, an architectural magazine, and the Deerpath School costs.
4. (Question) Why were the proposed costs so exorbitant?
(Answer) It was said that in order to utilize and compliment the present building, prices had to be high, and also that the labor costs in Lake Forest were higher than anywhere else in the United States. They were reminded of the promise of the board that Lake Forest's tax rates would remain among the lowest in the country despite the burdensome construction costs.

A March **Lake Forester**, 1957, pointed out that the several women who spoke up at the public meeting on March 25 were in favor of the proposed additions, saying, "You get what you pay for and if we want a good, durable school structure we'll have to pay for it."

Mr. Glover summed up the situation though, when he wrote in the **Waukegan News Sun** on March 29, 1957, that at such a late date, the voters had no choice other than to vote 'no' on the referendum and ask the board to reconsider the program to see if costs could be reduced, and to re-submit a new program in 60 days. Apparently, this was the general opinion of all the voters.

723 for bond issue	(but)	1,774 for the expansion
1,687 against it		737 against it

This must have been a critical issue to the community, for there was a record number of votes cast — 2,500. The deadline for votes was 7:00 p.m., but so many people remained outside the doors at that time, that the polls had to be kept open until 8:00 p.m.! The Board went to work to revise their plans. In late October, 1957, they announced a plan to reduce the costs by \$750,000; from \$2,850,000 to

\$2,100,000. This new cost was \$15.15 per square foot.

When the second election was finally held in December of the same year, the proposal passed by almost the same percentage that voted it down the year before, 70%. Groundbreaking for the new addition was set for June, 1958.

Meanwhile, space for approximately one hundred new students enrolled for the 1958-1959 school year had to be found. In January, 1958, plans concerning the accommodation of the additional students were revealed. Those were: (1) the division of three large classrooms into six smaller ones, (2) the use of the cafeteria as a study hall, and (3) the installation of new lockers in the basement storeroom.

In September 1959, LFHS opened with the following additions: (1) the north wing, consisting of a new boy's gym, industrial arts room, correctional gym (now the girl's locker room), snack bar and laundry rooms, and (2) the south wing, including the auditorium, dressing room, scenery room, bandroom, chorus room, and various science rooms. The additions, of course, were still under construction but by November 1958, the annexations were moving rapidly along. This same year, the driveway in front of the school was extended to its present semi-circle.

In addition to the new building, the main office had been remodeled and was connected to the guidance department by a hall. The sciences had moved from the north wing to the south wing, which kept Mr. St. John's "little noodles" busy carrying equipment to the new location.

The new auditorium was dedicated to Dr. Raymond Moore on December 6, 1959. This event marked the formal acceptance of the 1958 additions as a part of Lake Forest High School.



LFHS: Something to be proud of.

The community began to get slightly anxious when the hot rod culture began to spring up in the mid-fifties. Several boys, concerned about the bad reputation the word hot-rod was acquiring, formed the Lakesters Rods and Customs Club, hoping to erase the bad name. The Club was developed to be a service to the other drivers of the community. Said the president of the club, "We are pledged to promote automobile safety in our community." Because of their knowledge of cars, claimed the Lakesters, the hot rod driver is an above-average driver. The Lakesters planned a city wide auto safety check with the police department, and they were also connected with the National Hot Rod Association.

Community members were encouraged to take part in high school activities. The churches provided a variety of activities for students. Many awards, donations, and special services also showed a willingness to aid the high school. The **Waukegan News-Sun** gave Geoffrey Fox a scholarship for his journalistic abilities in 1958-1959. The Jr. Red Cross was a school sponsored club, but was affiliated with the area Red Cross. It sponsored a summer training course at the Lake Forest Academy. Also, at Christmas the club supported a needy family in North Chicago. One Lake Forest family donated money to the **Forest Scout** in memory of their son, a former editor who was killed in the war. A clothing store lent clothes to some Lake Forest High School girls for a style show; a driving school gave a lecture to the students, and free tuberculosis tests were given to all students by the Lake County Tuberculosis Association.

The Kiwanis Club gave an Annual Football Banquet at Lake Forest College to honor all LFHS football lettermen. Usually a local sportscaster or sportswriter would give a speech at the banquet. The Police Association gave a dinner for 184 boys from Lake Forest High School, St. Mary's and Gorton. Members of the City Council, Police Force and school leaders attended the dinner.

The American Legion held frequent citizenship assemblies, and would annually honor students who were chosen by faculty and student election, as the outstanding school citizens of the community. These students would give speeches at the Annual Citizenship Day Program.

Of special interest during this period was a radio program which was broadcast once a month by Lake Forest High School students over WKRS-FM. It was titled "After School Stuff" and it lasted 15 minutes (7:00 to 7:15). Another interesting program was a work credit program instituted in 1953. Under this system a student could work half a day for Abbott Laboratories, the Telephone Company or other businesses for credit, and attend school the rest of the day. Usually these companies were very cooperative with this school program.

By far one of the biggest highlights of this period was when the Lake Forest High School student body was let out for an hour to watch the parade and meet General MacArthur as he passed through Lake Forest on his way to Milwaukee from Ft. Sheridan. John C. Maloney represented Lake Forest High School in a special welcoming committee.

For long periods of time during the 10-year span of 1948-1958, no kind of community reaction can be found in newspapers, scrapbooks, even interviews. During these times, the community members seemed to remain somewhat indifferent to their high school. Through their silence, though, they expressed approval of the one growing public high school in the midst of many more established private schools.

Part IV

The Economics of Education (Community)

The community is very important to a school. The citizens of Lake Forest believed in the high school and supported it. As a dividend on their invested interest, the school's excellence contributed to the community's growth. As one parent stated, "We moved out here because of the fine schools . . . a school system which prepares students for college is one of the best advantages offered in Lake Forest." Lake Forest High School was the most important part of this system.

The community offered much to the student. In addition to the high school's own summer school program, Lake Forest College provided summer school courses for high school students for the price of twenty dollars per credit hour. The **Lake Forester** sponsored a junior "adcraft" contest for the students. This contest gave the students a chance to express their advertising ability by making up ads to promote the local community stores. A good deal of work was required of these students, including several meetings with the store managers.

The community also offered scholarship aid and honors to exceptional students. The state of Illinois awarded scholarships to seven Lake Forest High School students in 1959. In addition, the DAR recognized outstanding students with the presentation of their annual citizenship award. A "Helen Cory" Scholarship was presented by Cellar and the Service League. This was a monetary award of \$250 a year for four years, given to one girl and one boy. The American Legion held essay contests every year, and presented citizenship awards to two students from each high school class.

The Service League, serving as a link between the school and the community, was very active. It featured public meetings with guest speakers talking about different points of education. It sponsored the May talent show, proceeds from which went toward student scholarships. Money from concessions was used to buy the school a new organ.

In May of 1962 the Service League became involved in the referendum for tax increases. The school board president called for a 21% increase (\$.86 per \$100 assessed income). With a rapid enrollment growth, Dr. Clyde Carter, Assistant Superintendent of the high school, and Dr. Albert Poole of the elementary system both felt that this was a necessary increase and urged people to support it. The League of Women Voters and the Service League actively backed it, and the referendum passed.

The Board of Education of the district was very active and important in the sixties. Three new members were elected in the 1959-60 school year: Wayland B. Cedarquist, Ralph Rawson, and George Watson. One of the jobs of the board was to get bids on the summer remodeling of the high school in 1960. This included the rearrangement and rehabilitation of several classroom areas to create four new classrooms. The work also entailed the installation of new lighting systems, acoustical ceilings, and several new unit ventilators.

The parents of the students toured the high school and met teachers at the annual open house. On the night of the open house, they followed a shortened ver-

sion of their child's schedule. In 1959, this was followed by a dedication of the new auditorium to Dr. Raymond Moore. The parents also chaperoned all of the Cellar parties and activities.

The new school auditorium was the scene of many shows and exhibits. It was open to community use, so that the people could further benefit from and become acquainted with the high school. The A.P.T. of the Lake Forest elementary schools staged a variety show in the auditorium which ran from March 31 to April 8, 1960. The Northwest Conference Music Festival was held in the gymnasium of the high school in May of that year. In October, 1962, the Lake Forest-Lake Bluff Committee for Family Guidance sponsored a talk by Ann Landers, which was presented in the auditorium.

In the beginning of the sixties LFHS was rated by one hundred and twenty different universities as one of the fifty best secondary schools in the nation. Their ratings were based on previous students' performances in college and/or the business world.

In 1959-60, a vocational conference was held at the high school. This conference brought students together with eighty local businessmen in order to aid the students in determining what kind of occupations they would like to enter. The chairman of this conference was Mr. John Maloney.

Lake Forest High School's "pioneer efforts to move forward" were cited in the fall of 1962 by the educational chief of the House of Representatives Commission on Education and Labor in Washington, D.C. (Lake Forester, 1962). Lake Forest High School also had the distinction of being nominated to the first Honor Roll of the National Council of Teachers of English, for schools which reduced the English teacher's load.

The Women's Club of Lake Forest showed much interest in the high school's American Field Service (AFS) Program, and helped the Lake Forest-Lake Bluff chapter raise funds. In the 1961-62 school year, the AFS student at the high school was Mats Janelid, a Swedish citizen. Before Mats was accepted for his year in America, he was in the Naval Training of the Sea Cadets Corps. At LFHS he played basketball and football, excelled in yachting, and tried to learn tennis. He lived with the Barth family of Lake Forest.

The high school extended its contribution to the community in the fall of 1962 by establishing the Adult Evening School. The program was created to offer seminars on world affairs, courses in the arts and home arts, business seminars, and language classes. The courses were conducted by professional leaders, university professors, and some members of the Lake Forest High School faculty. The World Affairs Seminar was one of the most interesting programs. It consisted of four six-week sessions, highlighted by participation of consul generals, a foreign trade commissioner, and other authorities from foreign consulates.

In 1963, Ralph Rawson and Wayland Cedarquist (both endorsed by the Lake Forest Caucus) sought re-election to the Lake Forest Board of Education. A new precinct was designated for the high school board — precinct III. The high school was designated its polling place. This precinct included all of Lake Forest north of Deerpath Road. Rawson and Cedarquist were re-elected unopposed from this area.

In May of '63, new staff appointments made by the board were announced to the public. Dr. Andrew Tobasco became the Director of Guidance; Richard O'Dair became the Dean of Students; and Thomas Short became Director of Extended Services, the man in charge of the evening school, among other things.

During the school year, 1962-63, LFHS became a fallout shelter. With the license the building owners assumed no liability. The supplies took up only one and

one half cubic feet per person. In the case of the need to use the school as shelter, the gymnasium mats could be used as bedding, drapes could be pulled to restrict flying glass, and the pool could be used as a source of emergency water. This was another way in which the community benefitted from its high school. In November, the Civil Defense Organization of Lake County offered a free course in medical self-help. The course was designed to give information about two-week emergency care in the event of nuclear warfare, during which time no professional medical help would be available.

In February, 1963, the U.S. Army placed the Civil Defense signs on the building. On Saturday, March 9, the Civil Defense sirens were sounded at 10 and 10:15 a.m., to begin a six month re-familiarization of Civil Defense alerts. When tested, not everyone could hear the sirens. Fortunately, there was time to remedy the problem.

In 1964, following a suit won by State Attorney General William G. Clark in behalf of Lake Forest High School, the school district received \$5,394.25. The total recovery was \$244,894.21, but the balance was tied up in litigation. The damage suit was fought at no cost to the school by the Attorney General in cooperation with the Attorney Generals of California, Minnesota, Michigan and Wisconsin. The charge was that six leading manufacturers of folding gymnasium bleachers set a price ceiling by a formula trust. Restrictions were not put on the money. The high school was allowed to use it for anything.

In January 1964, a public meeting was called to discuss plans of a new school. The president of the school board, Paul Bartolain, stated that the new tax levy for the school would only add \$1.10 per \$1,000 house market value of assessed evaluation to the taxes (this estimate was later increased to \$2.70 per \$1,000. assessed valuation). The community was divided into those who were in favor of building a new school, those in favor of adding to the school building as it was, and those few unconcerned or against any kind of addition.

The Lake Forest League of Women Voters voted unanimously to support the second high school. They formed a special committee, led by Mrs. Jean Ely, to help investigate the situation, costs and needs. The executive committee of the Lake County Civic League, though, did not endorse the move to build a second school. Their argument was that a single high school of sixteen hundred students was satisfactory. The League suggested instead that an addition to the old high school, library facilities in particular, be considered. The new school proposal was officially defeated on February 15, 1964, by a ratio of 5 to 2 (i.e., 2,500 to 1,000). In late April, the A. C. Nielsen Company was employed to survey for the reasons behind the defeat of the referendum. It was found that 36% of the people felt they knew too little to vote in favor of the resolution. Later referendums were preceded by neighborhood coffees to inform the people. The failure is also attributed to the opposition expressed by the Lake County Civic League.

In late May, the Board of Education developed the "Citizens' Consulting Committee." The seven original members were Mr. G. Dangremond, Mrs. Joyce Ekdahl, Mr. A. Glover, Mr. Gilbert Hamblet, Robert Sanders, Dr. E. Reichert, vice-president, and Robert Schoulberg, president. This committee studied and reviewed arguments for and against the new high school. These arguments are listed at the end of this chapter.

On January 2, 1965, the Board of Education held another building program meeting. They called for a special district election to authorize additions and improvements to the current school building. They hoped to issue \$1,150,000 in bonds for payment. As before, overcrowding of the school was the main issue.

Intensive campaigning for the building referendum was started by the Citizen's Consulting Committee. Neighborhood coffees proved very successful as a means of informing the people. The Civic League encouraged voting the program into operation. The tax increase would be only \$.75 per \$1,000 of assessed valuation. A new library was to be included in this expansion.

The referendum vote took place on February 13, 1965. Two major additions to increase the capacity of the school to 1,600 were considered. The first was an expansion program to build on the current site a library, classrooms, a study hall-cafeteria, resource rooms and a gymnastics gym. Three considerations were integrity of design, flexible room size, and a minimum of interference during the school day when the construction was carried out. It was this first resolution that passed, in a vote of 3 to 1. The voters rejected a proposal to build a new school for \$12,955,000 at the Waukegan-Westleigh site. Construction of the addition began in the summer of 1965, to be finished by the fall term of 1966.

On April 29, 1965, the Board of Education re-established the Citizen's Consulting Committee to aid the Board in studying the problems caused by a boom in student enrollment. The renewed committee was made up of twenty citizens with different backgrounds from different parts of Lake Forest. Committee members were required to have an interest in the building proposals, and to acknowledge the importance of education. The committee met fifteen times between May, 1965, and November, 1966, for two hour sessions.

The Board chose Orput and Associates, Inc., an architectural firm in Rockford, as the professional consultant to prepare preliminary estimates of the cost of expanding the facilities. This architectural firm had originally been named to design the proposed Waukegan-Westleigh Rd. School.

One proposal, made to the Board of Education, was for a four story block addition to the building in the east courtyard, which was designed to leave thirty to thirty-five feet of open space on three sides. This proposal, which did not violate any building codes, was turned down. It was thought too extravagant, and the board said the seven thousand square feet would not be adequate in future times.

Finally, Halsey Stuart & Co., Inc., Goldman, Sachs & Co., A. G. Becker & Co., Inc., and William Blair & Co. were named by the Board of Education as successful bidders for the \$1,150,000, bond issue at an interest rate of 3.0025% over twenty years. The money for the building additions was to be prorated as follows: \$50,000 per year from 1966 to 1982 and \$100,000 from 1983 to 1985. An average of \$.07 per \$100 assessed valuation came into effect. The charge was approximately \$17.50 per square foot — with no landscaping, no black-topping, and incomplete heating for the additions. (In comparison, Deerpath School cost \$14.50 per square foot.) And the additions were built.

Through all of this — the expansion of the school by people interacting as well as its expansion by bricks and cement — the community stood behind the school. This was an important part of its success. As stated in the **Lake Forester** of July 28, 1960, "To survive, man must be better educated. The community believes that Lake Forest High School does a terrific job."

APPENDIX

Arguments for the addition to the present site

- (1) More centrally located for the present population.
- (2) Many people like the idea of one school — one campus.
- (3) The idea of a larger school appeals to some.
- (4) More economic use of the present site (although the committee realizes much of the "unused" land is used by the P.E. department).

- (5) More economic because the present core facilities would be used and personnel would not be duplicated.
- (6) Improvement of present facilities — for example, the library.

Arguments for the new site

- (1) Site would be centrally located for the future population growth.
- (2) Design could be unique and not as limited as the present site is.
- (3) More flexibility would result from a larger site.
- (4) The noise and confusion — resulting from the construction — would not affect those in school.
- (5) Construction would reduce the possibility of over-building on the present site.
- (6) The “new” school could first be used for the ninth graders and then later expanded to a separate four year school.

Main cause for discussion

The present enrollment of the school in 1964 was 1,154. The present building was designed for 1,200. In 1967, there was an estimated increase to 1,500 and in 1973—2,000 students.

What the Citizen's Consulting Committee Decided

The cost of the building was not to exceed \$1,150,000 — which would be financed by bonds. When further facilities were needed, building would be done at the second site. That another referendum would be necessary in four or five years was realized. This proposal was unanimously recommended by the full committee. The advantages of the proposal were:

- (1) The present site would be developed to the full recommendation of the professional architectural opinion.
- (2) A contraction of largely unused space would result — while at the same time preserving the other needed areas (i.e., room for outdoor gym classes).
- (3) The aesthetic quality of the school would be preserved.
- (4) The proposal would reduce the number of “unplanned small classes to a degree.”
- (5) The number of temporary empty classrooms would be increased when the move to the second school would take place.
- (6) Expansion to the second site would be delayed for a period of time to provide for a growth of population to the area where the second site would be central.
- (7) The proposal foresees a maximum enrollment of 1,600 students at the present site, and the Board recommends the second site as the next step to provide for future enrollment.

Also part of Committee Recommendations:

- (1) Classrooms for 400 students.
- (2) Enlarged gym and cafeteria.
- (3) A new library addition.
- (4) Conversion of the old library into classrooms.
- (5) Cost not a major factor — any savings at present site would only be a postponement of eventual costs.

Campus Changes (Plant)

During the school years beginning with 1960-61 and extending through 1964-65, the overall plant of Lake Forest High School was not changed radically. Certain completions, alterations, and improvements were made, but for the most part, the high school had entered into a five year "resting period." Prior to this hiatus, in 1958, additions began for the north wing which consisted of the boys' gym and industrial education classrooms, and the south wing which included the auditorium, science labs, art, craft, music, and general classrooms. Also the girls' locker room and the home economics room underwent remodeling. The end of this five year period was marked by the beginning of construction of the annex section in 1965-1966. Until recently, the students used the front door in the 1960's — and the front door was not used by anyone other than the administration, faculty, and visitors.

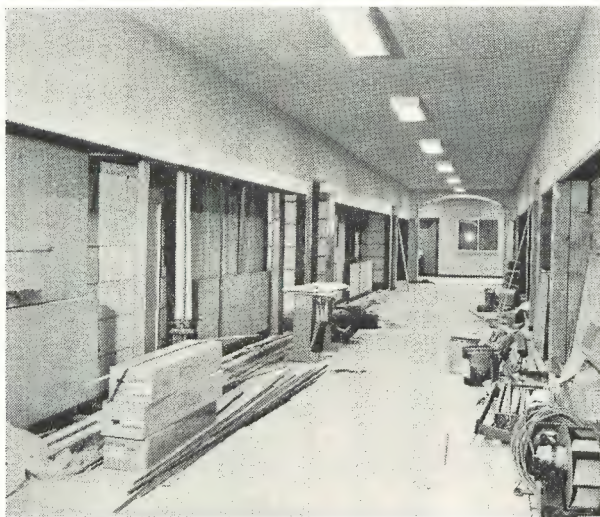


Laying the foundation for the 1966 annex.

chimney with steel bands. Concerning the athletic fields, several improvements were made within the five years under consideration. In 1961-62, a service building with washrooms was built on the outskirts of the playing field by the entrance, and the rifle range was completed. In 1962-63 the bog around the athletic field entrance gate was paved and paved runways, new sand pits, cement slab dicus and shot-put throwing areas were added. Until 1963-64 the bleachers were much smaller than they are at the present and there were no sheds, concession stands, etc. beneath the bleachers. Property north of the high school, which was originally set aside for parking and athletic facilities and had previously been used as a nature study area

The outside of the school (building and grounds), was much the same in the early sixties as it is today, with of course, the exception of the addition of the annex in 1966 and the gymnastics gym. There was faculty and visitor parking in front of the building and student parking in the area behind and to the east of the building. The entrance and exit of the parking lot were by roadways east of the building—the roadway south of the auditorium was not to be used. The architecture of the building included seven chimneys visible from the outside, one of which was, and is still usable (room 219). In 1962 it was necessary to reinforce the large

for biology students, was sold by the board in 1961. Mr. Joseph Sasso, the supervisor of the building and grounds, along with several other members of the maintenance staff, kept the high school in a highly functional condition by allowing for working towards alterations and improvements.



1966: Revamping the Second Floor hallway.

the proposed second high school. If the bond passed (the first referendum being February 15, 1964), the school would be built on a fifty-three acre site on the west side of Waukegan Road, a quarter mile south of Route 59A (what is now Route 60). At its opening, the \$2,955,000 high school would house 100 freshman and sophomore students and eventually 1,200 students. It would have a total square footage of 174,127 sq. ft. Opinions on whether a new high school was necessary were varied. Other alternatives offered included adding to the present high school, selling the old high school and building an entirely new one off Waukegan Road. The February referendum was defeated so John Maloney (administrative assistant), made plans to form a citizens' committee which would work towards getting people to vote for the new school in another referendum.

Upon entering the front door anytime during the five years under consideration, there was a table for student monitors behind the senior star. Lighting was supplied by a gold metal octagonal light fixture, which had the appearance of a wheel with white glass between the "spokes" and which hung very close to the ceiling. In the later sixties, a senior class presented the school with a cubic clock which replaced the octagonal fixture. In this area, as in all of the old sections of the building, the brown "battleship" linoleum laid in 1935 was replaced in 1962 with new tile. North of the senior star, the girls' gym and administrative, guidance, and the dean's offices were located. Until 1964 there were half-moon shaped murals over the inside doors of the girl's gym foyer. Also, as is true now, there were pay phones in the lobbies of the boys' gym, girls' gym and in the auditorium foyer. In regard to office space, what is now Mr. Maloney's office was the Health and Attendance Office until 1962-63. At the beginning of this school year Mrs. Bill's Health Center and Attendance Office moved to basement of the south wing to provide space for boys' and girls' recovery rooms. In 1962-63 the old Health Center was transformed into an office for Mr. Maloney and the guidance counselors, although the whirl pool bath used in

At almost the same time in 1962 that the school board decided to sell the property north of the high school, it was announced that the Board was seeking a site for a new high school. The Board of Education obtained an option on a piece of property in west Lake Forest on Waukegan Road. And in May of 1962 the site of over 50 acres was purchased for \$150,000. A rise in enrollment (an increase of more than 100 students per year), was the instigating factor in this. In 1963 the high school Board announced Orput and Associates of Rockford as the architects to design

the Health Center was not removed until the middle of the 1963-64 school year. Across the hall from the dean's office in those years, was one of the school's two elevators (the other being used to transport towels from the boys' locker room). In the hallway next to the girls' gym, lockers and doorways leading to the balcony of the girl's gym are located. On the South side of the hallway, there are doors leading to the swimming pool, which despite the reports throughout the years has not yielded documented evidence for stories of icebergs and dead horses. As a matter of fact, the pool received the highest rating given by the state testing station in Springfield in 1960-61. The pool was and still is checked three times a day, vacuumed and filtered each week, and a temperature of 76-78 degrees was maintained. At the end of this same hallway, doors led into the industrial arts area (wood shop and drafting room, etc.). The area was divided into two sections, a classroom and the actual shop with equipment, divided by large glass picture window. On the front wall of the classroom there was, and still exists, a mural done with pastels on canvas or burlap which depicted shop activities. The shop itself is composed of the main floor and its machinery, where the **Forest Scout** was printed on an offset press in 1962-63, and a balcony reached via a metal stairway.

South of the senior star, the Civics room (113-115) with kitchen and stage, English classrooms, and the auditorium were located. In the hall running east and west next to the auditorium there were English and art classrooms. Unique to all of the classrooms and certainly uncommon in many high schools were a two way public address system and ultra violet lights (see monograph).

Important to the efficient control of the mechanical systems of the high school is the boiler room, composed of an upper and lower room. The upper boiler room backs to the swimming pool and until 1968 or so it housed three filters for the pool. Presently the lower boiler room contains three six-foot metal tank filters for the pool. These filters are filled with sand and stones and a one hour reverse flush filter process is used. Also now located in this area is a bromine pot, checked four times daily, which puts bromine into the pool. Presently there are three oil boilers and one gas boiler. The gas boiler and the back part of the lower boiler room were not added until 1966-67.

Proceeding to the basement, the majority of the space was filled by the relatively new cafeteria which was completed in about 1960. The annex section was not present during the years 1960-61 to 1964-65 so there was only one cafeteria, however by 1960-61 new cafeteria lines were finished and put into use. To the north of the main entrance of the cafeteria were cubby holes along the halls in which students put their books while they ate. To the south of the main entrance of the cafeteria, the east west hall contained the Health Center and Attendance Office, a mirrored study hall, (room 15), and the band room at the end of a small north-south hall branching off the main hall. In areas which were below ground level, but which were not a part of the main basement area there were several small rooms used for various purposes.

Until the completion of the annex section, the second floor housed the academic departments as well as the business education department. The east-west hallway at the north end of the second floor contained the home economics room, with a display case and several other history rooms. Prior to the addition of the science wing in 1958, these rooms, with the exception of the home economics room, had been large science rooms with cubby holes in the walls for biological models. In 1958, partitions were put in, forming rooms 230 and 232 from one room, and rooms 226 and 228 from one room. Room 227 which is located at the very end of the north-south hall on the second floor, used to be the boys' club room. However, in the early sixties until 1966 it was the business room, and now it is the typing

room. Also in the early sixties math rooms and additional English rooms were located in the second floor main corridor. Rooms 213 and 215, complete with skylights, were combined as a large history room when the school first opened but by the sixties partitions had been put in and the room which retained the skylights was used during this time period as a faculty workroom and cubby holes in the walls contained busts of Shakespeare and Longfellow. Of course the recently constructed science wing served the same purpose in those years as it does today. On the walls of the hallways, in between classrooms, there were lockers and due to the increasing number of students, 178 new lockers were installed on the second floor alone in 1962. Also the north end of the second floor there was a junior-senior bulletin board which was a useful means of disseminating pertinent vocational and educational material. Other bulletin boards were located strategically throughout the building.

With the exception of the annex section, the high school plant in the early sixties was very similar to the plant in 1972. The annex, eventually came to be the home of the math department on the third floor, a collection of English and perhaps a few History classrooms on the second floor, a much enlarged library on the first floor, and a new cafeteria and tape lab in the basement. Up until 1966 the facilities were remarkably up-dated and efficient, however in 1966 the badly needed annex was inevitably constructed. In all, the organization of the LFHS plant (though wobbly at times between major additions), made possible the comfortable, well-lighted classrooms, for good learning facilities and a conducive atmosphere.

The Regis Toomey Fan Club (Faculty)

In 1962-1963 Lake Forest High School was extremely college-oriented. The United States apparently needed more trained people after the Sputnik provocation, so college preparation was highly emphasized. Students were expected to take five solids and any variations to the school day were unheard of. Due to its "specialization" in college planning, as seen through the "academic push," and extensive programs comparable to our College Night, Lake Forest High School was described as a prestige school. Several articles, extremely favorable to the system of LFHS and also enticing to would-be teachers, found their way into the **Lake Forester**. Many of these were written by Mr. John Maloney, and there is a possibility of some censorship of articles written by other faculty members which revealed unfavorable aspects concerning the high school.

The total number of students and faculty members at the high school was about the same as the number of students and faculty who opened the East Campus in 1971. The student-teacher ratio, somewhere near 1 to 20, is close to today's ratio.

Nowadays, new teachers are hired primarily for replacements. However, in the sixties, they were often hired as needed additions to the staff. A bachelor's degree was required for acceptance as a faculty member at the high school. Most women teachers taught English; men generally taught math, science, and history.

It was during the sixties that the guidance department became important. In the early part of this period, each teacher—in addition to regular classes—was required to be the head of a session. These sessions were like small guidance groups, but were disliked by both the teachers and the students. The sessions (later called homerooms) became less important and were finally abandoned in 1971.

The teachers also were not in favor of the six week grading period. They felt that it was too much of a burden to complete grades and send them home every six weeks throughout the school year.

Although Dr. Moore was on the payroll until spring, Dr. Clyde N. Carter became the acting superintendent of Lake Forest High School in 1959-1960. Carter, thirty-one years old and formerly the assistant superintendent, seemed to be liked, but not well known. He was described as "very proper, very smart—the college president type." However, he was quite removed from the students.

Dr. Carter was more concerned with the faculty, administration, and board, reserving the actual running of the school to the principal. Once a month, Dr. Carter held meetings with the department chairmen which served to provide a link of communication between the faculty and the administration and to help coordinate the various facets of the academic program.

Mr. Simon became the new assistant superintendent. Because there was no dean as yet, Mr. Simon was the disciplinarian and thus naturally was not liked by most of the students. Mr. Simon was responsible for the organization and administration of summer school. During the main school year, he was the supervisor of the general office and the Student Personnel Center (S.P.C.).

The guidance department was called the S.P.C. and was much smaller than it is today. In 1962-63 John C. Maloney, a former music teacher, was the director of guidance. The counselors at this time were Virginia Beamer, Helen Cory, and a former math teacher, Richard O'Dair.

The sixties saw a change in the degree of specialization of teachers. Several teachers had previously taught more than one subject. For example, some English teachers also taught a foreign language. During the sixties, this practice largely disappeared, as the teachers become more specialized.

In the summer of 1963 Dr. Carter resigned as superintendent of LFHS and was succeeded by Dr. Robert H. Metcalf. Dr. Metcalf came to Lake Forest from Rich High School and became superintendent in October of 1963.

Several people on the faculty have had different jobs within the school. Richard O'Dair was a math teacher, later became a counselor, and afterwards became dean. Helen Cory, a former Latin teacher, also became an excellent counselor. Albert Buckowich became a math teacher after deciding to give up physical education. (Although he is still involved in after-school athletics). Beau Grubb was a business education teacher, before becoming the Audio-Visual Director and Attendance Officer. Edgar Lindenmeyer was very much involved in coaching athletics, before failing health required that he be put in charge of study halls. John Maloney has held three jobs at Lake Forest High School. He has been a music teacher and the director of guidance, before recently becoming an administrative assistant.

Except for the hair styles, the male teachers' clothing has changed very little

since 1960. The coats all had narrow lapels and the shirts were almost always white with narrow ties and in some cases, bow ties. In 1960 the women all wore their hair short with long skirts and dresses.

As in every type of job, the first-year neophyte teachers were given the less desirable jobs. The more experienced faculty stayed out of the new teachers' business unless they were asked to help. The faculty was knowledgeable, but never boastful—an attitude which seemed to be preferable to that of other schools.

The school board was made up of Ralph Rawson, President, and his assistants Paul Bartolain, James Cadlia, Jacqueline Smith, Doris Douglass, Kenneth Ward, and Wayland Cedarquist. These 1961-62 school board members were involved in the determination of the teachers' salaries.

The Board of Education was jointly feared and respected by the members of the faculty. It was considered improper for the teachers to question a board decision or negotiation, or to go to a board meeting. In the fall, it was obligatory for teachers to attend a Board dinner so they could be introduced to the members of the Board. Financed by the taxpayers, this activity consisted of a receiving line, a bar open for exactly one hour before the meal, dinner, entertainment, and dancing. The Board obviously had the greatest control and influence on our school policy at the time. The Board discouraged the use of extra texts and emphasized more formalized instruction. Teachers were expected to only get through the necessary curriculum, so they were not to include extras such as current-affairs discussions in social studies classes. Mr. James Gram was one of the few teachers in the high school who ventured to discuss current events, such as the Cuban missile crises, in his classroom. Also as part of the dress code, men teachers were instructed to wear coat and ties, and women to dress modestly and in good taste.

Formation of new clubs was being pushed in 1962-63 because membership in certain clubs appeared very favorable on college applications. Usually the new teachers were assigned the most club duties and none of the teachers—in contrast to the coaches—were paid for their services. Each teacher was assigned a homeroom of approximately twenty-five students and was somewhat of a guidance counselor for these students. Each homeroom had to enter a float in the Homecoming parade, so the teachers were responsible for seeing that their homeroom constructed a float. Teachers were also required to be at a student dance at least once a year.

There was no defined scale for pay. There was, however, a confusing merit system. Teachers were told whether they were receiving "merit pay." Because they did not know what other teachers with like experience were getting, they could not be sure they actually received the bonus. Teachers did not discuss their salaries, even among themselves, so they never knew what the bonus was based upon, why they got the bonus, or even if the bonus would be figured into the next paycheck.

In reality LFHS teachers were being paid less than teachers of surrounding schools, but due to the lack of exchange information, they were unaware of this. Salaries then were \$4800-\$5000 per year for a starting teacher.

Salaries for the faculty had been problematical for a long time; from the beginning of the school to 1962. Up until this time, teachers' salaries were arbitrary, according to the superintendent's discretion. As a result, many inequities developed. In 1962, though, all of this ended when a base salary schedule was drawn up. Included in this schedule was salary by the merit system whereby a teacher could receive a bonus of 1, 2, or 3 percent of their base salary. This system was cumulative, each year, and, according to Mr. Don Spooner, if a teacher worked at the high school long enough, it was possible for him to attain a 60% raise.

Members of the faculty were more or less in charge of the school plays and attended the cast parties as participants rather than as chaperones. In 1960-61 the students at one of the cast parties were celebrating with cokes and punch in one room, while the faculty was in another room—where liquor was allowed. It is rumored that this party got a little out of hand.

The school prom in 1962-63 was very formal, and was the scene of a surprising incident. The higher members of the administration presided over a reception line and the boys were expected to introduce themselves and their dates. This particular Prom featured Prom King Tim Wiegel arriving at the formal affair in formal shorts and long black socks.

The guidance staff in 1963-64 consisted of the Director of Guidance, Dr. Andrew Tabasco, and guidance counselors, Virginia Jensen, Helen M. Cory, Ronald J. Steinke (Junior Counselor), and Gordon White (Senior Counselor). Andrew Tabasco was new this year, replacing Mr. Maloney who became administrative assistant. Both Gordon White and Ronald Steinke were also new, Mr. Steinke replaced Richard O'Dair who became Dean of Students. Mr. Steinke also became head of a new job replacement service within the school.

Several individual faculty members contributed greatly to the LFHS program. Beside the athletic coaches, and club advisors, were many teachers who helped to change the school policy toward curriculum.

Mr. Stanley Harrison (in the Art Department) and Mr. Herrmann in Industrial Arts were very much involved in the morale of their students when the students were disdained for their "trivial" studies during the "academic push" period. Mr. Harrison entered several of his students' works in the National Art Award Contest.

Mr. Bogart had hopes of creating a music room where students could listen to recordings after school and take them out overnight. Mr. Lawlor—who introduced the orally-taught foreign language concept to LFHS, when he brought a tape recorder into the classroom in 1952—started a Portuguese class in 1962-63.

One of the most popular teachers was Mrs. Thorne-Thomsen, who taught freshman and sophomore English. Her classes were equivalent to the present creative writing classes. She left the faculty after her son's death in Vietnam. Perhaps the pupil-overload in her classes was another contributing factor in her resignation.

Have Pass, Can Travel (Students)

Lake Forest High School began to change more noticeably in the 1960's. Students turned out-ward for information and amusement. Mass-media made them more aware of politics and the world outside the Chicago suburbs. The age of rebellion was coming, and while LFHS teenagers cannot be called revolutionaries, the studies of the sixties began breaking out of the traditions and attitudes common among their predecessors.

As student-horizons broadened, so did the student population at Lake Forest High. Between 1959 and 1960, enrollment jumped from 736 students to 1,027. With this increase, came the necessity to enforce rules more strictly. LFHS lost the big family atmosphere of its early years to a larger community of students, held in check by regulations and the overriding principle (no pun intended) of trying to teach responsibility.

Detentions were still given liberally, and students were not allowed into the building if not wearing what the dress code defined as "suitable school clothing." This entailed neat shirts tucked into pants, shoes, socks and hair cut to a specific length for boys. Girls were to wear dresses or blouses and skirts that did not reveal too much and reached within a certain range of the knees. There was to be no smoking or drinking on campus, no walking on the grass or running in the halls. Students were not allowed to share their lockers, which were to be kept neat and clean, as they were inspected periodically.

The pass system was in full operation at this time in the school's history. It had almost developed into a science. Pink passes, indicating the student's name, the time, room numbers and teachers involved, were used by teachers to admit a student to class or send him to another room. Blue passes, with basically the same information, were used by the administration to call a student out of class, or as written permission to leave the school grounds for a doctor's appointment, etc. Students who lived within a certain distance of the school were given permanent passes allowing them to walk home for lunch. If a student wanted to bring a guest to the school, he was required to furnish a visitors pass, obtainable at the office. Large, usually wooden objects were used as permanent passes out of study halls. One of these was given to a student who wished to go to the bathroom, and returned to the teacher when he came back. Needless to say, these were not very subtle.

Another restriction which was strictly enforced was the proper use of the school staircases. The south staircase was to be used by up traffic only, and the north staircase for traffic going down. Monitors were stationed on the stairs during school hours to see that this was followed.

In the early 1960's, the city curfew law was imposed on students also. This stated that all students under 18 were to stay out only until 10:30 on week nights, and until 12:00 on weekends.

Homerooms had now officially replaced the "sessions" of earlier years. Students in each class were divided alphabetically into groups of 20 to 25, regardless of sex. Once a week, these homerooms met for administrative purposes, class activities, student council reports and group counseling. The other four days per week, this homeroom period was used as a supervised study hall, or for those students with high grades and a "sense of responsibility," an honor study hall by themselves.

In 1960, three professional guidance counselors took over what had once been the homeroom teacher's responsibility—advising students in their problems and future plans. Helen Cory, Richard O'Dair and John Maloney conducted the weekly group counseling sessions and offered individual advice as well. In the freshman year, guidance was formally directed toward helping students adjust to high school life. For sophomores, the emphasis was placed on students' social development, and in the junior and senior years, on vocational and college planning. Student Council was still prestigious in the early 1960's. Candidates were chosen in primaries, and then in final elections. Extensive campaigning, complete with slogans, posters, buttons and speeches preceded elections for Council officers. Alternates were chosen also, but were only allowed to speak in meetings after asking permission.

Council members were required to maintain a 3.0 grade average, and were sometimes asked to discuss discipline problems with the homerooms they represented. Mr. O'Dair explained that if Joel Eiserman and Sue Harrington, Council President and Vice President in 1960-1961, asked students to quit smoking in the washroom or to pick up their garbage, it was done—no problem. Council members were respected and often envied, then.

In 1961-1962, junior Jeff Shields, LFHS Council Treasurer, ran for president of the Student Council district. With the help of Caroline Smiley and Wayne Wheeler, who led his campaign, Jeff won the election and presided over all meetings of the Northeast-Northwest District, which included more than 200 high schools. He also represented the district at state and national Student Council conventions.

Instituted during these years was an annual parking safety check conducted by Student Council members. They inspected all cars in the school lot to see that they were safe and that all mechanical parts were in working order. If their cars passed the inspection, students were issued LFHS stickers to be pasted onto the front windshield. Cars were required to have stickers to park in the school lot, and this was checked by an attendant daily.

Despite these many restrictions, Lake Forest students were active and basically happy during this period of time. School activities were more popular and more numerous than ever before. **Forest Scout**, the literary magazine **Young Idea**, and the yearbook, **Forest Trails** were still influential and provided a place for student self-expression and a record for years to come. G.A.A., Guppies, Orchesis, History Club, Pep Club, Drama Club and other organizations carried over into the sixties from earlier years at LFHS. Then, a new club for film study, ComCinArt offered students a film festival each week, bringing such favorites as "Pillow Talk," "This Is Russia," "Tammy and the Bachelor" and "Oliver Twist" to the Lake Forest High School screen.

Dances were held regularly in this era. Sock hops after football and basketball games were "big," and admission was usually a quarter. These were held in the girls' gym, and though live music was featured, records were played too.

Larger, more important dances included Christmas Capers, sponsored by Cellar (see monograph), Turnabout, Senior Hop and Junior Prom. Proms were generally larger and more spectacular year after year, with themes ranging from "Idylls of the Sea" to "Bali Hai." To these dances, girls wore sleeveless, strapless gowns with flowers in their hair, or carried nosegays. Boys wore traditional tuxedos, adorned with carnations and boutonnières.

For regular school days, students wore short hair and madras shirts and skirts. Boys wore extra tight levis, after the fashion of Elvis Presley, and white socks. Girls seldom wore nylon stockings to school, but usually knee socks with penny loafers. Kilts were the most popular skirts, and usually ended about mid-knee.

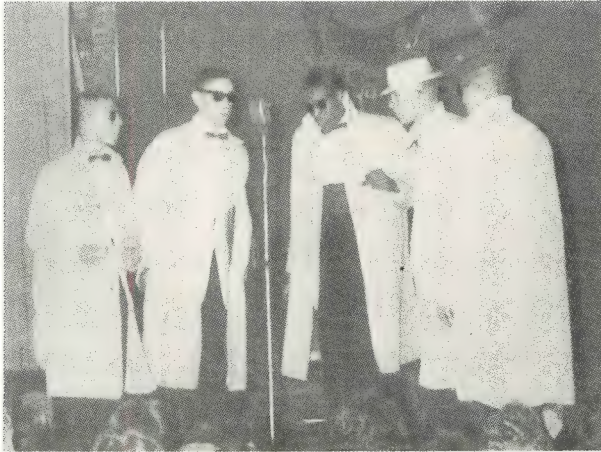
Because of the dress code, girls were not allowed to wear pants or culottes, however for after school wear, stretch pants were quite popular. Boys donned surfer tee-shirts when they got home from school. All types of sweaters were "in": V-necks, crewneck and cardigans, with just three or four buttons at the bottom buttoned. Mohair sweaters were long-time favorites with girls of the early 1960's. For jewelry, they wore simple circle pins at the collars of their white blouses.

Blonde hair was also popular during this time, and it was surprising how large a proportion of the LFHS girls were "blondes."

It was very "in," in the early 1960's, to walk up-town after school. Students often bought snacks on the way at Cohn's market, at the corner of McKinley Road and Woodland, before going on to Grant and Grant's music store to listen to records

in the back room. Krafft's drug store and soda fountain was also a popular "spot" for cokes and french fries after school. Baskin and Robbins ice cream store was frequented, too.

The rock and roll era was in full swing at this time. Students twisted and jerked to Elvis Presley and the Beach Boys, bought record albums like never before and made the decibels dance on their elders eardrums. And suddenly, the Beatles appeared and changed everything students thought they knew about music. America witnessed a fan craze of unprecedented proportions. Lake Forest High School students, while not as carried away perhaps as the average high school student body, was caught up in the new wave of music.



The "Cool Cats": Prom 1959.

of LFHS girls, while their younger brothers and sisters preferred "Leave it to Beaver" and "Lassie."

Lake Forest High School had already established its name as a fine high school by the 1960's. Excellence was evident not only in the course offerings and academics, but also extra-curricular activities. The LFHS music department had won numerous "superior" ratings in local and state contests. Students received "outstanding" awards in the district Science Fair in 1965, and LFHS dramatists earned the right to compete in several state contests.

For several years in a row, students from LFHS participated in "It's Academic" and in 1965, filmed a spot on CBS's "Rebuttal" television program by successfully debating "Resolved: that social security should be extended to include medical care."

Lake Forest High School's horizons were further broadened by the arrival of foreign exchange students in 1962-1963. Mats Janelid came from Saffte, Sweden this first year to stay with the Barth family. He was welcomed by LFHS students and made an ex-officio member of Student Council, a tradition that was to be followed for all other exchange students to come. Mats was extremely popular and students were still refering to him a year after he went back to Sweden.

Two more exchange students came to Lake Forest High the next year. Terumi Kodama, a 17-year old girl from Kyato, Japan was sponsored by the Methodist Youth Fellowship and stayed with the Sinclairs of Lake Bluff. Fausto Enrique Noboa I, called "Rick" by his friends at LFHS came from Quito, Equador and lived with the Pickards of Lake Bluff.

With so much happening in the outside world, getting homework done was a serious dilemma for students in the 1960's. The television was perhaps the biggest deterrent, and with Fabian on the air in the early part of this era, "it was almost impossible to study."

Later, hospital shows and soap operas took the place of "American Bandstand" and other music-oriented television shows in popularity among students. Ben Casey and Dr. Kildare were current "heartthrobs"

Vijaya Gorde from India and Mandel Castenada from Mexico joined the Lake Forest High School student body in 1964-1965, while senior John Love went to live with a family in Copenhagen, Denmark.

North Shore schools had a reputation for excellence, and Lake Forest High contributed in large part to this. By the 1960's, between 80% and 90% of its graduates went on to college—quite a record for a school which had started out providing an education for the children of local servants.

The students who graduated in this era had been born in the late 1940's and early 1950's, into the jubilation and economic upswing that followed the war. Unlike their predecessors, these students had not watched their parents suffer through the Depression and had not felt the threat of World War II themselves. Until 1963, there was a Kennedy in the White House and America seemed to be going up constantly. But this was to change.

Perhaps the only objection that could have been raised to a Lake Forest education was that it painted too good a picture of the world. Looking out across its wide front lawn from a tree-lined, white stone facade, perhaps LFHS saw things too calmly. . . . But then, a high school is not a separate entity. It depends on news and the changing political scene to keep its education fresh. The later 1960's were tumultuous and loud enough to waken anyone who might have been put to sleep by Lake Forest High School's "peace."

Actually, the high schools' effect on its graduates of the 1960's is yet to be, and perhaps never will be, fully understood.

Readin', 'Ritin', 'n 'Rithmitik (Curriculum and Co-curricular Activities)

In the 1960's, Lake Forest High School experienced extensive growth and change. Its curriculum, as well as the co-curricular activities, became more relevant and reflected the times. The world had achieved vast technological advances in the fifties, learning many new ideas. In the sixties it was necessary to incorporate this fresh knowledge and teach the young to use it. That was the challenge, and Lake Forest High School accepted it.

Competition became an important factor of life in the sixties. The high school student was trained with this in mind, particular emphasis being placed on the competition of college. The purpose of education was to expand the student's view of life. The goal was to help him contemplate and envision the entire world, past, present, and future, and to see his place in it.

Schools had a new and important role, but change was required before they

could accept it. There was a needed break from traditional teaching. Ideas, instead of fact, were soon the subject matter. Courses, once specialized, were expanded to relate to many subjects, ultimately to current events. The emphasis changed from teacher taught concepts to individual inquiry and judgement. Above all, the student was encouraged to explore and learn through his own efforts.

Besides updating the courses and fields of study, new audio-visual aides were acquired to further classroom experience. These included phonographs and records, tapes and recorders, movies and projectors, filmstrips and viewers, and the use of the opaque projector (this machine projects the image from an ordinary paper onto an entire wall). Ability grouping was incorporated to make teaching even more effective. The three levels were regular college-prep, honors (for gifted students), and basic (for those who would benefit from slower courses). In the English department these became: remedial reading, regular, honors, and advanced placement. From the latter, a college level course, students could earn college credit if they passed the Advanced Placement Exam.

The areas that became most important in the sixties were science and mathematics. The respective departments at the high school effectively altered their programs to cover more extensively the advanced material.

In the Science Department, biology, geology, chemistry and physics were the principle fields. In all of these, there was great emphasis placed on keeping the text current with new discoveries. Biology was the typical freshman course, followed by Botany-Zoology or Geology. Physical Science, Biological Research (a course allowing the student to pursue his own topic or to work to enter the state science fair), and Chemistry (with a background in math required), were offered to the juniors and seniors. Physics, the most advanced of the science courses, was open only to seniors who had an extensive background in math and a knowledge of chemistry. This program of courses evolved from the first attempt at revising the sciences in September, 1965. All science at the high school level had begun with Practical and General Science. But this course was considered a mere review of elementary science and was dropped. After the school day, there was more science available when the Science Club met and raised their monkeys, turtles, fish and spiders. For those interested in aeronautics, there was also the Flight Club, featuring lectures and flying experiences.

The Math Department also rose to the demands of the time. The sudden importance of mathematics in new fields, such as psychology, computer science, weather control, nuclear energy, space travel, etc., produced a need for new and revitalized courses. At the dawn of the sixties, math became a necessary tool for the future. At Lake Forest High School it was still a relic of the past. The program of courses was extremely outdated. High school algebra, for example, which was also taught at the eighth grade level, was the only course open to freshmen.

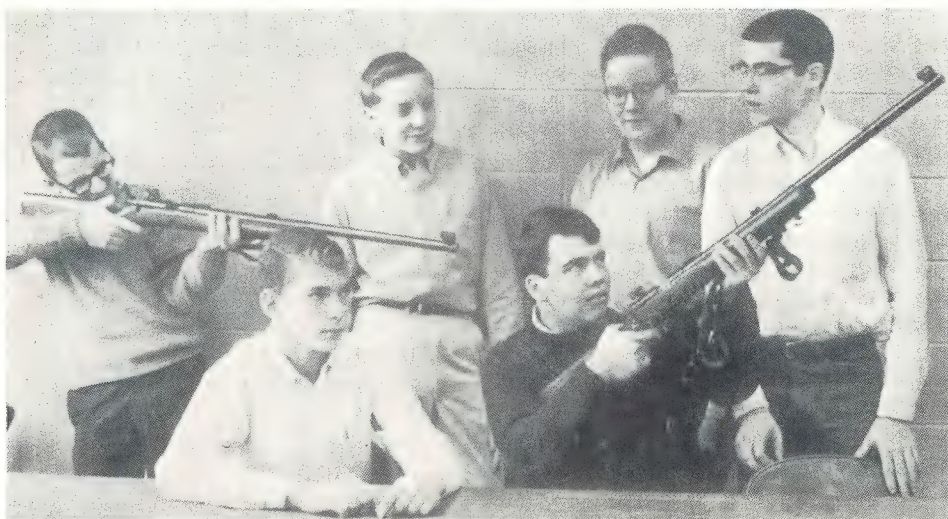
In the summer of 1964, the Math Department spent two weeks revising the curriculum. The teachers first escalated the mathematics, allowing the eighth grade algebra student to advance to a higher level of math. For the accelerated student new courses were created. The result was a new four year honors curriculum: Honors Geometry, Alegbra 2, Selected Topics, Math Analysis. All other courses were renewed with revisions.

Following the 1964 death of Mr. Kevin Keenan, head of the Math Department, a math scholarship was created. Students, faculty, community, and friends donated money to award to a student who showed Mr. Keenan's high ideals of scholarship, character, and leadership. The Math Department declared that the student recipient of the scholarship must also have a major in math. This scholarship was given for the first time in the spring of 1965.

The social studies curriculum, though not as important as math and science in the sixties, was a well rounded one at Lake Forest High School. The courses were concerned with many parts of the world. Two recent courses were World Geography and Humanities. Humanities, another new course, covered many aspects of Western life, including art and music. Other courses ranged from Ancient Studies to Asian Studies.

Before the sixties, English was the study of grammar and other linguistic rules. In this time the essence of the English programs became the idea. The student was taught to learn through his own efforts and from his own questions. Individual writing skills were stressed, and there was a considerable amount of preparation for college. Analytical interpretation was required of upperclassmen. Creative writing was more frequently found on the freshman and sophomore level. Language Arts, Speech, and English Composition and Literature are typical of the courses offered. Seniors were offered Major American and European Writers, and American Studies (American Studies was a course that incorporated history into the English program). Time was also spent on the annual American Legion Essay Contest.

The Debate Club, with Ms. Enid Alleman advisor, was organized early in the sixties and became one of the most active clubs of the school. Members participated in tournaments almost every weekend of the fall and winter semester. During the school year 1965-66, Debate Club was extremely large, and became a part of the National Forensics Society. The Gilbert Rayner Speech Award was presented to the student judged superior in diction, speech composition, and sophistry.



One of the many clubs throughout the years, the Rifle Club taught the proper and safe use of firearms.

The Drama Club offered another form of English expression. Among other activities, its members still helped in the production of school plays. The National Thespian Society of the high school, also advised by Ms. Alleman, helped in play production to a greater extent. It also participated in national meetings.

Foreign languages became more important as good background material for college. Four years of language study was now encouraged, instead of a mere introduction in one or two years. Since World War II languages were becoming a

vital part of education. Students started to acquire a mastery of the spoken word, along with the knowledge of the written word stressed in the past. In the sixties visual aides were coming into use in the teaching of languages. This improved the courses immensely. In addition to this, Latin was revitalized and Brazilian Portuguese was added to the curriculum for the advanced Spanish student.

For the student of French there was Le Cercle Francais (the French Club under a new name). This club, advised by Mr. Paul Whiting, met monthly to see movies and slides. The goal of the year was the production of a French play. For the student of German there was the German Club, advised by Mr. Edward Krueger and Mr. Arthur Kleck. At the monthly meetings, the members studied German customs and planned field trips. During the Christmas holidays they held German style feasts. For the Spanish student there was the Spanish Club, or Los Picaros. But there was also the Spanish National Honor Society, formed to honor the excellent Spanish students who had studied at least two years of Spanish.

The Art Department suffered as technology advanced. At the high school, an attempt was made to relate artistic expression to other fields of education and knowledge. Original art work was placed in a special school gallery, where it could be purchased by fellow students and teachers; competition and performance were very important. Music Theory and The History of Art were advanced courses.

Industrial Arts and Business Education were very timely. The goal of both was to develop marketable skills. Two special courses were added in 1965: Internal Revenue, a course in which each student was provided with a special kit and instructions from the state government; and Freshman "Core," a mandatory course for all freshmen. As part of Core, freshmen were taught typing skills with the help of numerous modern "speed machines" in one nine week quarter.

The home arts were very important to the girls because of the trend toward early marriage. Courses were designed to handle home financing and family living problems. There was also the Home Arts Club, where the girls sewed, cooked, and practiced other "practical" skills. At the end of the year, as their community service project, they sent books and home made toys to Downey Hospital.

Music at the high school remained very popular. In 1964, the Lake Forest High School Band, directed by Mr. George Borich, participated in its first state contest and received a rating of superior. In 1965, with new uniforms, it did the same. At the end of the year, the John Phillip Sousa Band award was given to one of its members, the National School Orchestra Association Award was given to one of the orchestra members, and the Arion Chorus Award was given to a student from the Choir (In 1965, the "A Capella Choir" became "The Forester Singers"). 1964 featured the first annual Pops Concert, with the band, orchestra and all choral groups performing. And in 1965, the Forester Singers were featured on a local radio station.

Physical Education, too, gained importance with the introduction of President Kennedy's Physical Fitness Program. As stated in the **Lake Forester** of November 10, 1965, the aim of the high school physical education department was to "forward emotional well-being and constructive use of leisure time in areas of stress and automation." Aside from extra-curricular sports for the boys, developing the talent of the individual was stressed. At the end of the year, the Jack Swensingen Memorial award was given to a senior boy, who, in the eyes of his classmates, was the most congenial and the most talented athlete.

In the girls' physical education program physical and emotional fitness was also stressed. A special two year Leaders Program was developed. Girls enrolled in this course learned, as juniors, to teach Physical Education. As seniors they put their skills into practice.

In the sixties, there was a tremendous extra-curricular physical education program. For the participants in boys' sports, there was the Letterman's Club, under the supervision of Mr. Herman Schillereff. The intent of this club was to promote good sportsmanship. Membership was open only to those who had achieved a varsity letter.

For the girls, Guppies, a synchronized swim club advised by Miss Gill Ceasar, offered fun and lessons to those who were admitted through try-outs; its event of the year was the water ballet show. G.A.A. (the Girls' Athletic Association) was still open to all girls. This club now sponsored another annual event, the Faculty Student Volleyball game. The newest club in this department was Orchesis, the ballet dance club.

New Hobby clubs included: F.O.T.O. Club (Fellowship of Optic Talent Organization), advised by Mr. James Benton, for camera buffs; Chess Club, advised by Mr. Charles McDermund, for intramural chess matches; Ski Club, under the supervision of Mr. Lloyd Atwell, for special ski trips during vacations; Rifle Club, advised by Mr. Russel Ruswick, for teaching students shooting skills and the proper care of firearms (some members were elected to the National Rifle Association); and the Cinematography club, **Com-Cin-Art**, for movie making and viewing. Future Teachers of America was a special career club advised by Mr. Donald Spooner. Spectators, a general club for every one, was formed to stimulate interest in the cultural experiences available in the vicinity.

Student productions of plays and musical concerts highlighted the years. All involved, especially the Stage and the Lighting Crews, worked hard to make these a success.

Cellar, the student social organization, came to control most of the social life of the school. It sponsored numerous popular dances with live bands, most notably the Christmas dinner dance called Capers. The Service League was an organization of parents and interested members of the community; it served the school and granted scholarships to worthy students. In 1966, Cellar aided the Service League in raising funds for the new school organ.

Student Council, advised by Mr. Richard O'Dair, remained the governing organization of the student body. Its duties had changed drastically since its early years. Among many other prescribed activities, it now organized assemblies, authorized club charters, and sponsored the television Brain Brawl, an academic quiz game. Starting in 1961, Student Council helped the Service League coordinate the Student Variety Show, a talent show presented in the spring taking the place of the Session Stunts. This was a major source of money for the Service League. Despite these achievements and many more, Student Council was generally thought to be disorganized, because of the time lapse between a problem and a resolution.

Students also worked together grouped into classes. For Homecoming, the biggest sports event, sponsored by Pep Club, each class built a float to ride in the parade, and competed with class cheers and slogans. Senior Hop, a November dance, was sponsored by and exclusively for seniors. At this dance, the seniors voted on the teachers to receive special awards at the end of the year (such as the Grooviest Teacher Award). The main dance of the year was Junior Prom, with attendance open to all, but profits flowing to the junior class treasury.

Special students from each class were given awards at the end of the year. The freshman boy, voted an invaluable asset by his classmates, was awarded the Robert Ellis William Memorial Award. The Harvard Book Award was given to the favorite junior. The seniors elected one senior girl and one senior boy to receive the D.A.R. and the S.A.R. awards (the Daughters and the Sons of the American Revolution). And there were many more.

The Jerry Werhane Scholarship was given each year by Mr. Arnold Werhane, to the senior student who best portrayed the admirable qualities of his deceased son. The Jerry Werhane Club now served as a reserve of students ready to aid teachers who asked for help.

Membership in the Cum Laude Society was awarded to students of high academic standing. Membership in the National Honor Society was given to those juniors and seniors who best portrayed traits of strong character, leadership, scholarship, and service.

Student publications were another facet of student life. The **Forest Scout**, was very successful in these years. The topics it covered ranged from faculty interviews to accounts of baseball games and student editorials. In September, 1965, and in April, 1966, it was awarded a "First-Class Honor" rating, the second highest possible award given by the National Scholastic Press Association. The editor of that year also received national recognition for an editorial entitled "Remedy for Anonymity." At the end of each year, an award was given to the outstanding journalist, and the editor's name was added to the Northrop Memorial Plaque, which hangs in the trophy case of the school.

Young Idea, the magazine containing student creative writing, was published now three times a year. The student year book, the **Forest Trails**, was the publication that summed up the entire year. Work on this began during the summers with Mrs. Barbara Silber and Mr. Conrad Swan as advisors. The editor was a student chosen in the spring of the previous year by a publications committee, composed of faculty and administration. Membership in the Quill and Scroll Society was awarded to all hard working contributors on the staffs of the three publications.

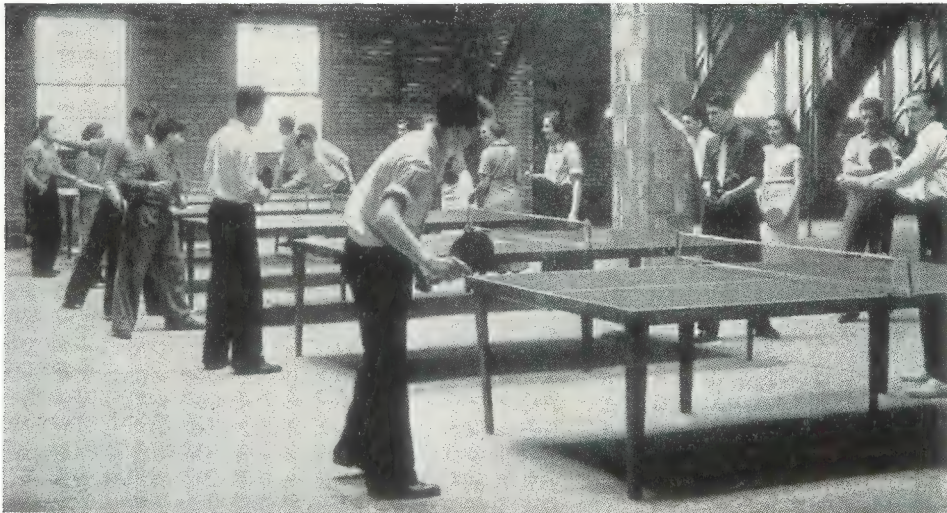
The sixties marked a very successful period in the history of Lake Forest High School. The success is accredited to the efforts by the administrators and the faculty, and to the willingness, responsibility, and spirit of the students, themselves. There was also a strong support from the parents of students and the community. High school became an important step in education, and an efficient aid in understanding the times.

Part V

The Third Floor

Within the thirty year period from 1935 to 1965, the plan of Lake Forest High School changed radically. Floor space was greatly increased and the function of each floor was altered, providing greater facilities for the growing number of students. Of the school's three floors and basement, it is perhaps the third floor which has undergone the greatest number of major changes. However, despite its transformation from an unfinished "attic," to a cafeteria, to a library, and finally to classroom space, the third floor has undergone little additional construction in comparison to other areas of the high school.

When the high school first opened in 1935, the third floor was an unfinished area composed of rough brick walls. The floor was of uncovered concrete and there were open beams on the ceiling. According to the blueprints drawn up by Anderson and Ticknor, the third floor was to have included a kitchen, serving room, dining room, cafeteria, band room with an adjoining practice room and office, several storage rooms, supply and maintenance rooms, and an elevator. The proposed third floor never became a reality. Instead the north end of the floor was filled with up to twelve ping-pong tables for student use during lunch, the south end housed the band room, and after 1937 the middle area was used as a kitchen and cafeteria. In the high school's first few years of operation, students either went home for lunch or they were able to get a soup and sandwich type lunch in the home economics room.



Follow the little white ball . . . Ping Pong on the third floor.

When the cafeteria was finally put into use, food was placed on cafeteria tables for sale and students took the food to scattered eating tables. The faculty also dined in the cafeteria at a separate table. At first there was only one lunch period, but eventually two lunch periods were established. It is estimated that eighty dollars worth of food was sold daily by 1950.

The third floor remained unfinished during all of the years it housed the student and faculty cafeteria. The floor remained in its cement state and steel reinforcing rods were visible throughout the forties. Also because the high school had been built to resemble a house, the acoustics were very poor. A fork dropped in the cafeteria caused a thunder-like noise heard on the floor below.

Despite its relatively unfinished state, improvements and minor changes were made during the years the lunchroom remained on the third floor. Four by eight-foot plywood panels not connected to the ceiling were installed by 1950 to separate the kitchen and the bandroom. Due to the fact that the panels were not connected, the dimensions of rooms could be easily altered to cater to particular needs. From the beginning, there was an elevator shaft at the north end of the third floor, but not until 1941 was the elevator installed. The major purpose of the elevator was to supply the cafeteria with food and other necessary supplies.

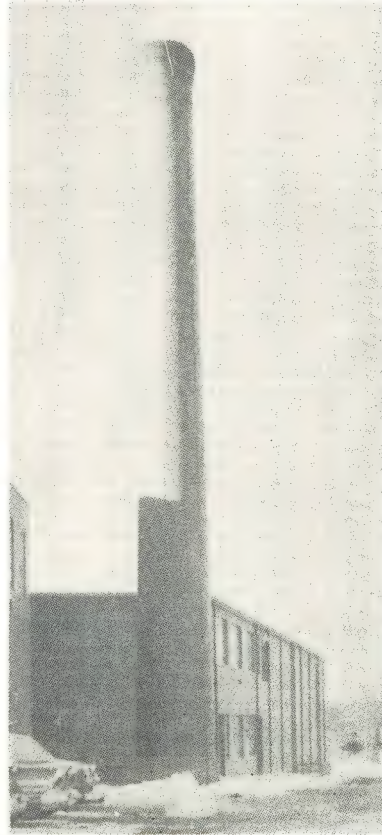
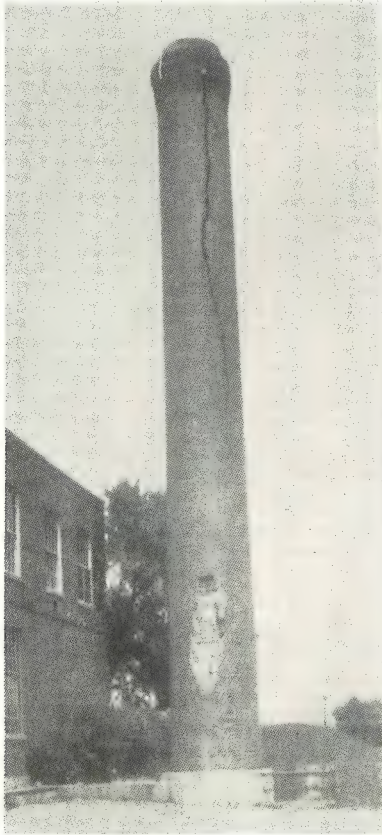
Although the third floor was functional as a cafeteria during the high school's early years, the growing student population soon made a larger cafeteria necessary. By the early spring of 1955, plans were formulated for changing the basement from an indoor track and rifle range to cafeteria, and using the third floor for more classroom space and a library. The blueprints were finished in early May and construction began later in that same month. During construction, floors were tiled, brick walls were smoothed or plastered, and new walls were erected. Bids for the construction were taken from various contractors. The final cost of the construction, done by Stanley D. Anderson and Association (the original builders of the high school), was eighty thousand dollars. As a result of the construction, by the summer of 1956, the library, storage areas, classrooms, and the music department were located on the third floor and the cafeteria had been shifted to the basement.

With the addition of the south wing, the construction of which began in 1958, the music department of the high school was re-located in the basement. From 1958 until 1965 the library and a few language classrooms were all that composed the third floor. High ceilings prevailed and no lockers were present until the annex section was added in the school year of 1965-66. The library extended from room 306 to room 302 (what is now the office of the language department complete with the original 1958-1966 bookshelves). The library was entered through double doors at both ends of the floor. Room 307 was used as the library office and from 1958 until 1966 there was a library storage room (mostly for periodicals) under the



Students check out the third floor library.

eaves behind room 304. The third floor library, which held over five thousand books, was also the home of a small language laboratory which could be used by students with lab passes. In 1958 partitions were added outside of the library to create three language classrooms; those being rooms 300, 301, and 308. Mr. Joseph Lawlor used room 308, located at the north end of the third floor by the elevator, for his classes of Spanish and Portuguese. An adjoining storage area was transformed into his office. A fish net hung from the ceiling of room 308 and girders still jutting from the ceiling were painted bright yellow and decorated with symbolic characters, postcards, newspapers, and cartoons. The other two language classrooms were located across from each other at the south end of the third floor.



In the summer of 1944, the large chimney in the back of the school was struck by lightning. It was severely cracked and several bricks flew through the windows of the Home Economics room and were embedded in the wall above one of the stoves.

With the exception of the presence of the annex section, the third floor in the early sixties was very similar in appearance and purpose to the third floor in 1972. As was true in earlier years, this area continued to undergo change. With the addition of the annex in 1965-1966, the library was situated in the first floor annex section, the old library was divided up into more language classrooms, and the third

floor annex section served mainly as a mathematics area. The rough brick walls and cement floor which composed the third floor during the school's earlier years have long since disappeared, as have the popular ping-pong tables. They have been replaced by up-dated and more efficient facilities which make learning possible in a more adequate and comfortable setting.

Cellar

Cellar was the descendant of the O'Falfhs group and the "Cola Cabana," and Forest High School, although throughout its existence it has had a profound influence on the students and the entire community of Lake Forest. Cellar is still recognized by many to be an outstanding facet of student life outside the school.

Cellar was the descendant of the O'Falfhs group and the "Cola Cabana," and its creation occurred after much confusion and controversy. In 1953, it was generally agreed that there was a definite need for some form of organized week-end recreation for the students of the high school, and questionnaires were therefore issued to the students to determine their ideas on the subject. As a result of the questionnaire response, a committee of adults and teenagers was formed in order to communicate to the Service League possible guidelines and suggestions for the proposed formation of the recreational group. The "Corral" of La Grange High School was also used to illustrate the benefits of a club like Cellar, and the dwindling popularity of the Cola Cabana emphasized further the necessity for a new organization better suited to the tastes of the students.

The Service League President, Mr. Stanes, was apparently interested and appointed a youth committee to determine the willingness of local merchants to host a teen center. After numerous negative responses the Superintendent of Schools, Mr. Quinlan, made successful arrangements for the usage of the Gorton School basement as the site for the proposed teen center. Gorton School was chosen in preference to the high school, and due to its location in the basement of the school, the group received the name "Cellar."

Cellar held its grand opening after the first home basketball game in 1954, and as the students arrived they honked their horns to salute the new night spot. Enthusiasm for Cellar ran high, and in its first year there was a record attendance one evening of 282 people in an area which had the capacity to hold only 100 people. The stores in town donated door prizes for the grand opening, and a record player provided the music. The record player was later replaced with a juke box, and this possession assumed a special place in the hearts of Cellar devotees.

The constitution of Cellar was strictly enforced; guests must always obtain passes, membership drives must be held in the autumn, and privileges could be revoked for the slightest infringement of rules. Alumni were occasionally a problem, although the overall behavior of the teenagers was commendable. Great consideration was exercised by everybody, and even smokers were careful to confine themselves to the designated smoking area.

Refreshments were served at the Friday night get-togethers; and such delicacies as hot dogs, egg salad sandwiches, soft drinks, candy bars, and ice cream were available. The treasurer of Cellar was in charge of refreshments and this enterprise was an important source of revenue.

Cellar not only hosted dances and recreational activities, but in addition, the group sponsored a huge Christmas dance each year in which **all** members of the community were encouraged to participate. Parents, teachers, and students all celebrated Christmas together with much joviality and the profits from this one dance ranged from \$700.00 to \$750.00.

As for Cellar's affiliation with the school itself, it was about as close as it could have been while still remaining an independent organization. Membership drives, ticket sales, and Cellar board elections were always held at the high school, although after Student Council Officer elections because of the extent of the responsibility both jobs required. In other words, it would be almost impossible for one individual to hold an office on both boards due to the amount of work each organization entailed.

Chaperones were a necessity for Cellar, because they were responsible for checking in the members. Parents often chaperoned, although for a number of years Mr. and Mrs. Burkhalter and Mr. and Mrs. Verbeke were permanent chaperones, alternating each week and co-chaperoning with two additional sets of parents. Mr. Burkhalter and Mrs. Verbeke were both affiliated with the high school, and as paid chaperones they came to associate very freely with the students. Later on, an ex-policeman and his wife became permanent chaperones.

Overcrowding was a recurring problem for Cellar. The problem was temporarily resolved, however, when Gorton School closed its doors for remodeling in 1955, and Cellar's location was switched to the basement of Sheridan School. The principal of Sheridan was apprehensive about Cellar, but after one year Cellar appealed to the Recreational Center with the slogan "Get Cellar Out of the Basement." The move was approved and Cellar was happily relocated in the second floor of the Recreational Center.

By 1957, Cellar had a new look due to its brightly painted barrels and crates which served as furniture for those attending Cellar functions. Another significant addition was a ten-foot by six-foot portable wall made by Mr. Schilleref, an Industrial Arts teacher at the high school. This division could be positioned to suit the activity which the Cellar members desired, and it was removed for the dances to provide a larger dance floor. Cellar was a key word among the students in 1957; only fifteen out of 585 students didn't buy a Cellar ticket. Acting upon Dr. Moore's recommendation, **Parent's Magazine** honored Cellar for its outstanding service to the community at that time.

As for its source of entertainment, Cellar's jukebox had slowly but surely deteriorated and was in dire need of repair as it was held together with "bubble gum wads and bobby-pins." The problem was, however, that the juke box repair company apparently was "syndicate" owned and no repairman would venture beyond the city limits of Highwood. Much disturbed by this the students wrote letter after letter to the company, emphasizing that the jukebox was part of a youth organization which was not associated with the school. After much evasiveness, an agreement was made by the company to repair the jukebox only if it were delivered by truck to the warehouse in Chicago. The resourceful Cellar Board managed to ship the instrument to Chicago, and within forty-eight hours the beloved juke box was returned completely repaired. The juke box remained in avid use until 1966 when live music gradually captured the hearts of the students.

Today the role of Cellar is drastically different from that of the past. Student apathy has tended to seep into this organization as it has others, and no longer are its membership lists pages long or its Board members acknowledged as leaders of the school. Cellar now knows debt while it never failed to make money in previous years. With its future still uncertain, Cellar's past remains as a monument to those individuals who desired to create a pleasant form of social recreation for the students of Lake Forest High School.

The Student Council

The Student Council has always been a very important organization in Lake Forest High School, but the nature of its role in the activities of the high school has changed dramatically throughout the years. During the thirties, forties and fifties, it was a service organization whose main objective was to promote school spirit and encourage and coordinate all student activities. It sponsored many activities and took charge of many events. For example the Student Council planned the entire homecoming weekend in earlier years. Because of these many activities, the Student Council played a much bigger part in the students' lives. In the sixties, the Council started leaning more toward an administrative organization and gave up many of its responsibilities to individual clubs. Its role completely changed, over the years, from the service organization that coordinated all student activities and sponsored many events, to more of an administrative organization, concentrating on communication with the administration.

The role of the Student Council representative has also changed. In the earlier years he was more respected and had greater influence with the students. His job was to enforce the rules of the school and students really looked up to him and obeyed him. In later years the function of the representative became more of a channel for ideas between students and administration. He no longer had the job of enforcing the rules; the students opinion of him had changed. He was no longer so much of a "big thing" and did not command the respect from the student body that earlier representatives had.

The year 1935-36 was the first year for the Student Council. During that year it met once every two weeks. Representatives were elected in the second week of each semester and to qualify a student had to have a scholastic average of "C" or better with no failures for the six weeks preceding the election. In order to stay a member of council, he had to maintain that average. At least three members were elected from all the other sessions. There was always an equal number of boys and girls in council at that time, so the number of students elected from each session varied to make the numbers equal.

The purpose of the Student Council was laid down in the first constitution as follows:

- I. To promote school spirit and cooperation among faculty and students.
- II. To make house rules governing the conduct of students, to show students the need for these rules, and to see that they are carried out.

III. To promote, encourage and coordinate student activities.

Each representative was expected to present the suggestions of his session to the Council and to carry back instructions and legislation. Legislation required two-thirds vote to pass. The councilors were required to wear the insignia of office at all times.

As mentioned before, representatives were expected to clarify and enforce the rules of the school. They were posted in the halls and had the job of stopping any running, keeping the halls free of litter, and maintaining order. They reported students that marked up lockers, checked passes, and enforced the rule that students should not spoil the beauty of the grounds by walking across the lawn. During the first year of Student Council, they especially worked on eliminating gum chewing and, at the request of Mr. Moore tried to break up the puppy love affairs that had seized the school.

During the early years the Council sponsored quite a few events. There were a lot of Student Council or Council-faculty parties. One of the big things in the thirties and early forties was the matinee dance which took place after school. In the minutes of one of the Student Council meetings in 1936 it was reported that the Council had made a grand total of \$495 on one of these matinee dances.

In 1942, came the ratification of a firm constitution. Students were elected for the entire school year. There was one representative from each homeroom and to give added weight to the Senior vote, the President and Vice-President were allowed to vote. Meetings were held one-half hour before school once a week. The work was mainly done through committees, which played an important part in Council through all the years. The types of committees changed from year to year. Some of the more important ones were the student activity committee, publicity, lunchroom, disciplinary, and consultation committees.

The Council began to sponsor more and more events through the forties: dances after basketball games, bus trips, pep meetings, faculty-council parties, and visiting night for the parents. They also presented an award to the session with the highest scholastic standing each year. During these years the Council started to sponsor the square dance, held after exam week. This event became very popular.

The faculty-council parties were also a big success. Miss Helen Cory, a Latin teacher at the time, can remember one in particular in 1954. It was a treasure hunt: teachers and Student Council representatives were divided into teams and sent out with clues to find the hidden treasure which was a large basket of fruit, nuts, and candy. In that particular year it had been buried in the front lawn and the lawn was filled with teachers and students on their hands and knees trying to find the treasure.

In 1957, Mr. Richard O'Dair became one of the advisors of Council. Previous advisors had consisted of a group of teachers appointed by the principal, but Mr. O'Dair had been a student council advisor and coordinator at his former school, and he had thoroughly studied the way in which a Council worked. It was in that year that the new method for electing the President and Vice-President was put into the constitution. Previously, the whole school had voted for three boys and three girls that were nominated at random from the top third of the Junior class. This didn't always work because many times people were elected that had no desire to hold office. The new method was based upon the idea that students who wanted to serve would nominate themselves for election to office, thus eliminating this problem. Also the elections were changed from the fall to the spring so that the officers would have a chance to plan and work over the summer.

In 1957, the Student Council helped out with College Night, Open House, Vocational Conference and Freshman Day, as well as sponsoring the square dance, Red Cross drive, clothing drive, and the March of Dimes Drive. It also sponsored a Freshman test which was given to each Freshman and an award given to the homeroom with the highest score. The test included questions about the various clubs, rules, courses and credits, sports and awards of the school. On the reverse side of the test, the freshman had to write out the words to the school song.

In 1958, the Council started studying the honors system and decided to try it out in specially selected freshman classes. It also took a step toward inter-school government when it joined the Conference Student Council in that year. At this time, the Student Council representatives still had real prestige and authority in enforcing the rules prohibiting throwing of snowballs, rowdy assemblies, paper air planes and crowding in lunch lines.

In the 1958-59 school year, Student Council changed its meeting time from before school, and it became an actual fifty-minute class put into the schedule. It was in this year that the Council assumed the responsibility of the main bulletin board so that students would become more aware of what Council was doing. At this time, Council started collecting information concerning a Student Activity Card to lower the expenses of games, plays, and other events.

1960 was the first year that the representatives were really seriously going to the district and state conventions. In that year, it was governed by a new constitution which gave the right to Student Council to sponsor any new clubs. The possibility of a Student Lounge was looked into.

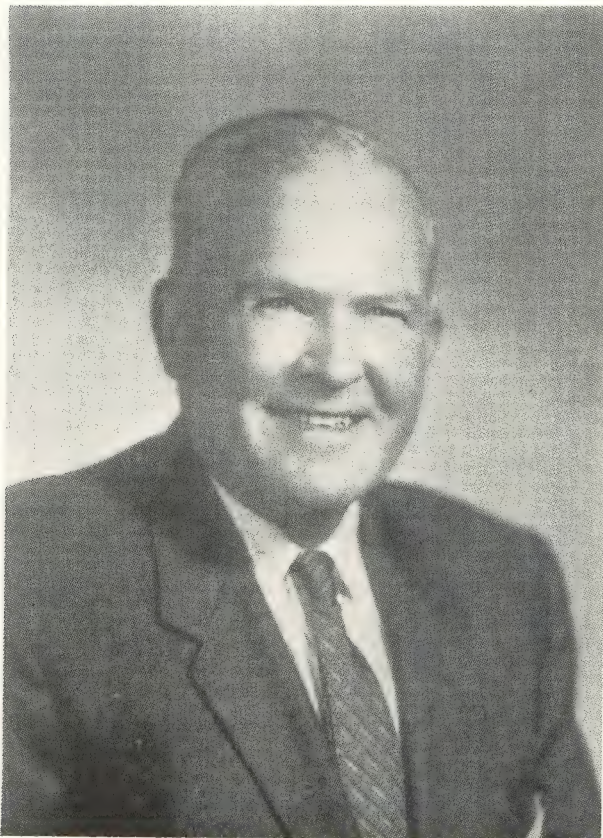
In the next couple of years, the Student Council investigated the possibility of an exchange student program. It sponsored many events to raise money. It sold programs at all the athletic events, ran the snack bar and placed a penny jar in the cafeteria. The first foreign exchange student came to this high school in the 1962-63 school year and the program grew larger in the following years. The Student Council also became a member of the Northwest Suburban Conference and took an active part in the conference's radio program on WKRS.

Council tried to generate more student interest, in 1965, when it had open Council meetings during the home room period. In that year it also originated the Activity ticket which helped to cut expenses for the student. More and more representatives were sent to workshops and the Council even became involved in the national conference in the sixties.

Even though the council has changed quite a bit through the years, it has always been the object of the same complaint: that it isn't as active or powerful as it should be. However, when one looks back through the years, he can see that Council has really done a lot to ameliorate the students' lives: from making the showers in the girl's gym warmer to setting up the honors system and Forum which gives the students a chance to participate and share their views. Through the years Council has developed much closer communication with the administration and has been entrusted with more power because of this. The Student Council that used to be a service organization is now developing into a participating government. The role of the Student Council representative is very different today than what it was in 1935, but it is certainly equally important. Perhaps the Council is in a transitional stage; evolving and defining its important place in the future of LFHS .

Dr. Raymond Moore (1895-1970)

There shall always remain the question of whether history makes the man or man makes history. However, in the case of Raymond Moore, former superintendent and principal of Lake Forest High School, the answer is obvious. Raymond Moore definitely made his history; he was a self-made man. It was he who literally established this high school and its traditions. Dr. Moore is not only interesting for the contributions he made to this institution, but also as an individual. In examining his personal history, as well as his association with the school, perhaps we can better understand this man.



Dr. Raymond Moore

Raymond Moore was born July 31, 1895 in Chicago. Family problems developed between his mother and father not long after his birth; at an early age he saw a film on the Lake Bluff Orphanage Home and decided he wanted to go there to live. Not only did he wish to escape family problems, but he had always dreamed of living where there was grass. So, at the age of five, he talked his way onto a train, rode to Lake Bluff, presented himself to the Orphanage, and said he wished to stay. Shortly thereafter, the family problems were toned down and the Court ordered him back. However, he so loved the Home that after one night with his family, he walked from Chicago back to Lake Bluff.

This love for the Orphanage may have been instigated by the kindness and warmth shown to him by two women who worked there. His childhood was essentially an empty one, devoid of attention, except that shown by these women. Many years later he tried to repay their kindness by "adopting" one in her old age. He lived with this woman until her death, providing her with all the necessities and comforts.

As a young boy, he attended public schools and demonstrated his brilliance and leadership at an early age. When graduating from 8th grade, he gave the class prophecy. At approximately this time, Raymond became independent—he had a

newspaper route. He delivered his papers to some of the hotels in Lake Bluff which soon came to be his favorite stops. At the corner of Moffet and Sheridan there used to be the Sheridan Inn, run by Mrs. Fawlor. Raymond would stop there on cold winter mornings and Mrs. Fawlor would sit and talk with him over a cup of hot chocolate.

High school is where his leadership actually developed. He attended Waukegan High School and was chosen as president of the senior class, receiving various other honors as well. But Dr. Moore's talents were not only scholastic; he was an excellent Irish tenor and a good piano player. There was a Boys' Glee Club Minstrel Show at a nearby country club when he was a junior in high school. The **Lake Bluff Chat** (June 7, 1919) reported that Raymond Moore was astonishingly good in all his parts. He also mastered some 6 to 8 ethnic accents, and was particularly good with Irish. When he told an ethnic joke, he used these accents, which made him an extremely entertaining young man. He was known for his wildly hilarious stories as well as his ability to speak seriously. It was later said that when Dr. Moore spoke to the students of his high school, he could literally have them in tears (from shame over a conflict between the students and administration). Not all great orators are gourmet cooks, but Raymond Moore was one. So he impressed a great many people with his talents as well as his scholarly achievements.

Raymond made good use of his talents. He went on the vaudeville stage and did much touring of the east before he returned to his schooling. He also participated a great deal in the activities of Lake Bluff. For example, on January 1, 1915, he participated in a New Year's celebration to be held at the Lake Bluff Village Hall. During the festivities, he joined the town chorus in an Indian song.

At this point in his life, Raymond began college. He worked his way through Lake Forest College where he received his Bachelors Degree. He then went on to Harvard to receive his Masters. His interest was education; he earned tuition by supervising activities for groups of children. He is quoted as saying, "I found I was able to handle young people and decided that was the kind of life I wanted."

It is believed that his first position was in Mexico, Missouri where he taught at the Missouri Military Academy. Because he had his Masters in English, he taught some of the English courses offered. Despite the fact he was a young man fresh out of college, he was soon appointed principal. Shortly after this, he went to Kansas City (Missouri) Day School where he was Dean and chairman of the English department. So from 1922-1927, Raymond Moore had become the principal of two schools. In 1927, he transferred to the Milwaukee University School, a private school. Mr. Ted Cavins, a former teacher and friend of Dr. Moore's, states that Dr. Moore was very successful at Milwaukee. Apparently, he was very good as an administrator of small, private schools; it was when they got bigger that he encountered problems. From Milwaukee he then went to Grosse Point Country Day School near Detroit, Michigan where he was accorded the position of a headmaster, a considerable promotion over his previous position. But he only stayed one year, (1934), in this school for the children of auto executives. In 1935, he came to Lake Forest High School.

Many wonder why he chose to stay so long at this school. Perhaps the answer is found in the following quote in the high school scrapbook of November 11, 1957. "I considered it a challenge and an opportunity to repay an obligation to the residents of the area. I've never been sorry about making the move and am grateful that I dedicated my life to education." He felt that he could attempt to repay the community that had shown him so much kindness as a child.

Once established in Lake Forest High School, Raymond Moore developed a method of teaching that reflected his philosophies. By studying these philosophies, we can also see him as a man. The duty of an administrator was outlined as follows: "A high school administrator should not limit his vision and activities to that which lies only on this side of commencement day. It is his responsibility to see that provisions are made for those of his students who intend to go on to higher education and at the same time not being unmindful of those whose formal education will end with graduation from high school." Thus, we can see that Raymond Moore believed that the principal was the guiding light of the school. He felt it was his job to not only attend to the school's administrative problems, but also to see that each student was receiving a good education. It is clear that this certainly is an admirable goal; whether or not he achieved it will be discussed later.

His policy toward education can be seen in the Lake Forest High School scrapbook of November 11, 1957. "Since our people are democratic and in the preparation of young people for successful living is the accepted policy of American Education, the secondary school should set its goal to teach the necessary information and to instill habits of intelligent living that will make them useful citizens in the school and in the community in which they live." One can conclude that Dr. Moore considered more than just the 3 R's in getting a good education. He evidently felt that the school was a means whereby a student was taught the values of our society. It was a beginning lesson in government and community living. This made an education useful; for without maturity and the ability to use the knowledge you have gained, it is useless.

He also felt that the faculty was one of the key factors in establishing a good educational system. It was they who were going to urge the students on to higher education. When asked what promoted an increase in the number of students at LFHS going to college, Moore responded, "Although a certain amount of credit must be given to the general trend toward higher education, I feel that faculty guidance in the school, showing the students that the gates are open, is responsible for the increased figure."

To succeed was Dr. Moore's desire. He felt that every student had potential to succeed. Turning to the scrapbook of October 29, 1952, we see this is true. "I believe that a student with average ability and a strong determination to succeed is more likely to make a better record than one who fails to take his or her work seriously."

Because Dr. Moore felt that every student could become successful, he did his best to see that they were put in the best of schools after graduation. He especially favored the eastern schools, such as Harvard, where he got his Masters. By 1957, this college effort involved approximately 80% of the students. But he did not neglect the other 20%. He said that not all emphasis in vocational guidance was placed on those students going to college. He created more technical and home economics courses. As subsequent events demonstrated, however, Dr. Moore was not quite farsighted enough. He felt that this was all that was necessary. Today's work-study programs were out of the question at the time. According to Miss Cory, he simply would have been shocked at the school's policy towards these students today.

He would often travel to various colleges and universities visiting old students and freshmen. The purpose was twofold. First, Moore wanted to see how the student was adjusting himself in and outside of classes so that help and advice could be given if it was needed. Second, he wished to see if LFHS had failed or succeeded in helping the student prepare for college. Likewise, many students returned to visit Raymond Moore. For many of these students, Raymond had been the sole means

by which they were financially able to get to college. It is well known that he had numerous influential people as friends. If he ever called upon them to aid some student with a scholarship, they were always glad to help. In fact, some of the children of teachers attended college only by his generosity and concern. It is suspected that he may have also used his personal funds several times to help students. Some students felt a great deal of resentment over his favoritism. Dr. Moore would choose only certain students, it was said; and those students were also invariably wealthy. Perhaps once in a while he would favor a student who wasn't well-to-do. For those he patronized, he did his utmost to find precisely the right college besides making things easier at LFHS. Another interesting note is that many of his "pets" were boys. It is generally agreed that he did favor boys over girls when giving attention.

His attitude toward teachers is another story entirely. It can best be seen in a paper he presented to the National Association of Secondary School Principals' 37th Annual Convention. The paper was titled, **How Can Faculty Meetings Be Used to Improve Professional Growth?** Not only did he look for teachers with several (four) years experience in teaching, but he felt that faculty meetings were an integral factor in teaching. Teachers now should have greater knowledge of subject matters, increased information and concern about teaching materials, should have active participation in community life, and be willing to share and accept outside ideas. Young teachers were apt to be lacking in experience, but had enthusiasm and ideals not known to the older ones. The older ones, on the other hand, were more experienced but tended to resist new ideas once they were established in a pattern that was suitable. Therefore, Dr. Moore looked for a faculty that was relatively young (and they were) and that was willing to be flexible in creating a new secondary school system.

Opinions of a man often reflect some of his character. But opinions about Raymond Moore are opposites. He was two people. He had a violent temper, seemingly from insecurity; things simply had to go his way. And yet, despite his staunchness, he was an excellent administrator. Some felt that he lacked sympathy or true emotion, or at least, never showed any warmth. He always seemed to find fault in his staff and students. But those who were his close friends realized that this was a man who had dedicated his life to giving opportunities to other students, opportunities he never had. He let no one stop him, and there were many, many who got hurt by his "callousness." Naturally he had those around him who disliked him intensely, as with any man; there were those who were the scapegoats of all the school's problems, and it was they who cried in the faculty washroom after some of Dr. Moore's biting comments. In retrospect, though, most realize that he had given up the identity he had as a man to take up the identity of the school and all it stood for. He was the school. Let us turn to some of the opinions of the students about Raymond Moore.

"He believed in the aristocracy of a person, the quality of his mind and not his background or how rich he was. He thought everyone should live but to his own standards, his own potential."

"He was very capable and I'm sure he got a lot of kids into college who wouldn't have gotten in otherwise."

"Dr. Moore was very strict."

The teachers' opinions of him are somewhat more penetrating.

"He was a very generous, large-hearted Irishman. He'd give you anything. He had a quick temper though and got very angry easily, but he had a big sense of humor and a beautiful Irish tenor voice. He was always very interested in the students and in all of Lake Forest High School."

"He's dead now and I don't want to spread any stories about him or go on record as saying anything bad about him, only that he was totally lacking in any kindness or understanding."

"He was a gentleman."

"I hated him. He showed no kindness whatsoever and was cruel."

One of his eccentricities was that he was very insistent that no one, absolutely no one, use his parking place. He was also just as strict about the front door; under no circumstances were the students allowed to use it. The school was run strictly.

By no means did he neglect other interests. He was an honorary member of the Kiwanis Club, a member of the Harvard Club, the University and Lake Zurich Golf Clubs. He once said, "I like golf but my greatest hobby is working with people's children." He was actually the one who began the Winter Club in Lake Forest. The idea behind its creation was to provide for the children of the wealthy of Lake Forest.

Raymond Moore also served during World War II. He left the school for the Navy V-12 program in the spring of 1943 as a Lieutenant, Senior Grade. Mr. Stanley Nelson, a math teacher, took over as the Acting Principal. He had previously been the Acting Assistant Principal, but when he changed positions that year, Miss Cory was the Acting Assistant Principal. She said that there were absolutely no problems while he was gone. From time to time, Dr. Moore would leave Columbia University where he was staying to visit the school.

Then, in May of 1945, Raymond Moore became, officially, Dr. Moore. He received a degree as a Doctor of Pedagogy (or the art of teaching). From that point on, he insisted that everyone call him Dr. Moore.

Raymond Moore made many wise decisions during his administration. Of course, there were those that were impulsive and may not have been wise in the least. Sometimes, he was simply blind to the situation. For example, at a faculty meeting one afternoon, there was a discussion over problems brought about by students with hearing problems. One teacher spoke up and asked if the high school had an audiometer. Moore was slightly surprised and snapped, "We don't need one." Yet, it had been discovered that there were several students in the school who were hard of hearing and failing in some courses. There may have been more who could be greatly helped if someone had recognized the problem. But for Dr. Moore, the issue was settled.

Another decision that could have been questioned concerned Student Council. A faculty member, involved with the Council was ill and in the hospital. The faculty advisor, as well as the Council, thought it would be a nice gesture if they sent him an appropriate gift—a book. The issue was taken to Dr. Moore for clearance and he refused permission. Such action was not to be taken with Student Council funds. In fact, he got so upset over the matter that he proceeded to show the teacher his anger. When he demanded if she agreed with him she quietly said no. This angered him even further for he simply could not see using activity funds for a gift. Instead, the students donated their own money and purchased the book.

Dr. Moore was concerned with creating a good public impression. For example, he was disturbed by the paint in the art room being left out. He thought it looked messy. When he asked, "Well, what will people think when they see this?" Someone answered that they would probably think it was an art room.

One interesting aspect of his personality is that he could not stand regularity. He always complained that he was tired and he had to get away, but what he really meant was that he was restless. He traveled extensively, visiting colleges and stu-

dents and looking for new teachers. Because of this, he maintained a \$9,000 expense account at school; quite an extraordinary sum just for travels in a year.

Raymond Moore was not a religious man in the true sense of the word. But he often quoted the Bible when asked for advice. Again, this shows the contradictions and dual character of this man. He was said to have shunned the Church as an institution. Some may surmise that he had a personal religion, one that would explain his very good knowledge of the Bible.

Another interest of his was grammar. He was very good at this aspect of the English language. One amusing example of his interest is that one day he took a poll, asking everyone whether red in the phrase "the red plaid skirt" was an adverb or not!

He often displayed considerations for others. Sometimes he would send a gift to one of the teachers or save something that he thought one of them might be interested in. At one point in his career, he helped a student other than in a monetary manner. The student was somehow involved in an accident that led to the death of the student's father. Raymond Moore sent several teachers to the court to speak in his behalf to the judge and it was probably because of this, and this alone, that the boy was saved from prosecution.

Dr. Moore was married for a short while between the years 1947 and 1949 to a woman named Mary Kennedy. They were both about 50 years old at the time. There was a small, quiet ceremony at the Church of the Holy Spirit in Lake Forest. There were some school officials there along with his friends. The two made their home on Rose Terrace. Little is known about the marriage as such, but some believe that it was not a good one.

Dr. Moore had several very close friends. One of them was Howard Wood of the **Chicago Tribune**. Also, Philip Spiedel was a good friend, as was Ted Cavins. As Moore neared death, Howard Wood and his son, Bob, took care of him, besides keeping Lake Forest informed of his health (for he was in Florida at the time). The many plane trips and concern show their devotion to this man.

In 1958, when he broke up his home, Dr. Moore gave most of his effects to the old staff. But this was not unique for him. When entertaining in his home with the faculty or friends, if someone admired an artifact or antique, he would say, "Here, take it. It's yours."

When the original Board went out of office, he used his knowledge of gourmet cooking and made them an exquisite dinner.

About this time, a phase-out policy was beginning concerning Dr. Moore's retirement. The school simply could not dismiss him entirely one year. He was the founder of the school and had made it what it was—one of the best college preparatory high schools in the country. So, an "understudy" was employed in the late 1950's. Slowly, year by year, he took on more and more duties as administrator of the school. Therefore, Dr. Moore never really retired, he was gently and kindly eased out of office. In the Board of Education minutes of September 14, 1960 and September 30, 1960, he officially accepted a position as principal of a school in Roselle, Illinois. He also retired from his position on the school board. His letter of resignation was effective September 30, 1960. However, he did not stay very long at his new school. Perhaps he discovered that Lake Forest was where he always belonged. He died in December of 1970.

Raymond Moore was a man of the times. His methods of accomplishing what he did may not have agreed with many, and he may have altered the lives of others both for the good and the bad, but none can deny his great achievements.

The Forest Scout Supplement of 1939 offers some insight into the contrasting impressions left by this man. "He set up a code that has helped every student to a cleaner outlook on life and would materially aid the graduates when their philosophy was put to the test. He has been an understanding leader and an encouraging companion to every student."

Epilogue

In the years since 1966, Lake Forest High School has undergone a series of transformations: changes in size and structure, academics and attitudes, courses and concerns. It has grown, modernized, liberalized and relaxed the tightly-knit big-family atmosphere of its earlier days. It has listened, adapted, and expanded in preparation for the years to come.

Most obvious are the physical changes at Lake Forest High School. Noting the tremendous increase in student enrollment (455 students attended in 1955, 1,480 in 1968) plans were considered in the mid 1960's for expanding the original facilities. Community-wide debates ensued—would a large addition to the present school solve the problem? Could Lake Bluff possibly build a school of its own? Would a second LFHS be worth the problems, the confusion and the cost?

In 1964, Lake Forest and Lake Bluff residents were asked this last question in a bond referendum. The proposal was defeated nearly 5 to 2. For the time being, additions were made to the old building—the "annex" providing more classroom space, a lighter, larger library and a gymnastics gym.

But Lake Forest and its student population kept growing, and projections indicated that LFHS would reach its capacity in 1969. Concerned and running out of time, the Board of Education formed a Citizens Consultation Committee, with J. R. Schoulberg as President, to investigate future alternatives. The old arguments came up, and although many thought a two-school system would split the community, architects estimated that buying the residential area surrounding the present campus and building another addition would cost nearly one million dollars more than constructing a new school on the West Lake Forest property the school already owned.

In 1967, another referendum was held, this time issuing \$4,350,000 for the building of a new high school. However, all construction bids were more than \$300,000 above this figure, "Which leaves no money for pencil sharpeners," said one **Forest Scout** article in February, 1970.

Construction began in 1970, in what had been a corn field near Waukegan and Westleigh roads. The geometrical superstructure, designed by Metz, Train, Olson and Youngren and built by Jenkins and Boller Co. was ready for students, but by no means completed, in the fall of 1971. 874 freshman and sophomores entered the muddy, board and nail-ridden construction confusion that was taking the shape of a modern high school. Designed "from the inside out," West Campus is a cluster of classrooms—each a different shape connected by maze-type corridors. Special features are lecture rooms seating several classes at a time, and a conversation lounge, referred to as the Commons. All but finished, the brown brick building with the bright orange and yellow interior was dedicated in May, 1972.

Alone at the old school, newly dubbed East Campus, juniors and seniors found classes and corridors less crowded, less noisy than in previous years.

Because many courses are offered at one campus only, the split brought about the Shuttle Bus era. Hundreds of students, laden with books, coats, sports equipment and musical instruments take the 10 minute ride between schools for classes during the day and activities after school.

For the first few years at least, LFHS West Campus is to be for freshman and sophomores only. Built with "a capacity to expand" the new school has 13 acres in which to add an auditorium, specialized gyms, more classrooms and a football field. Perhaps then, if population growth rates follow predictions, West and East campuses may both become four-year high schools.

Less apparent, but perhaps more important are the changes in attitude at LFHS. Gone are the hall-monitors who used to stop students for a blue or pink pass, the assigned no-talking study halls, and the half-hour homeroom periods of earlier days.

Due largely to the efforts of Student Council and Forum, a group of students and teachers formed in 1968 to discuss current problems, a series of resolutions eased regulations at LFHS. In the spring of 1969, seniors were granted a long-requested Senior Lounge in a converted basement storage room. (However, the privilege was later revoked because of the actions of an inconsiderate minority.) Later, in 1970-71, a section of the parking lot was designated a "smoking area" for students with parental permission to smoke.

After an extensive campaign, including petitions and "peaceful disobedience," the pants-prohibiting dress code was abolished in January of 1970. Thenceforth, anything that "covered the body" was acceptable for both sexes, any hair length, any style—provided that the soles of the feet were covered.

Soon after, in the spring of 1970, study hall regulations were relaxed. No longer were students required to report for attendance in assigned classrooms, and request passes to the library, the corridors, the washrooms. Cafeterias were converted into mass talk-halls, with sections for "quiet study," as well.

Homeroom periods, which had once served as small counseling groups, had no real purpose in later years, except to provide time for occasional Student Council reports. The student body had long been criticizing the use of this time, and in January of 1971, these too were abolished, giving students the extra half-hour for lunch or study.

Student Council also campaigned for an "open campus" policy: the freedom to leave school during all free periods. Many school officials, Board members and community residents were opposed to this because of the confusion and the responsibility it would place on the students. However, during 1971, a compromise was approved by the Board of Education, allowing students without first or last period classes to come late or leave school early.

The latest accomplishment in the evolution of LFHS was approved in May of 1972. Responding to criticism of the age-old "final evaluation bit," Student Council, with Administrative Council approval, recommended that projects, papers and various other assignments be substituted for final exams. Although the decision was left up to each individual teacher, most agreed with the recommendation.

Another Forum topic and cause for many debates was scheduling changes at LFHS. Beginning in the fall of 1971, the traditional school day of eight periods, 50 minutes long, was abandoned in favor of a semi-flexible system. Most classes now run 41 minutes, with gym periods of 1 hour, and science labs 75 minutes long

twice a week. The system was designed to give more time to the classes that needed it, and more study hall time to students all around.

All of these changes, all of these easing of tensions and rules puts more responsibility onto LFHS students. They also imply that the administration is confident in students' capability to handle more freedom. The direction now is toward even less constricting regulations and more student self-control.

Evidence of changing attitudes is also apparent in the course offerings at LFHS now. Trends in American education have become increasingly small-group oriented, more interpretive in approach. Lake Forest High School has remained progressive, becoming aware that education is more than regurgitating facts, that there are several sides to any issue, that perhaps no one is really RIGHT.

Additional courses have been added recently in the Social Studies department, in the areas of humanities, sociology, Asian studies and Russian history. In cooperation with Northwestern University and a grant from the Ford Foundation, a Music Theory course was offered for the first time in 1969. A connection with the Illinois Institute of Technology make a computer science course available.

Other advancements in equipment brought a new dimension to learning at LFHS. Thru the "Telecom," formerly referred to as A-20 and the Tape Center, teachers may retrieve television shows, videotaped for use in classes, and students may watch individual film "loops" and listen to language and music tapes.

There have always been students interested in areas outside course ranges or working beyond organized class levels. In 1971 for the first time, students were allowed to take courses on an "independent study" basis, working individually on projects, readings, and papers rather than coming to class. Students taking IS can, in a sense, make up their own course, provided it is approved and supervised to some extent by a teacher.

Although 90% of LFHS students continue their education in college after graduation, the school does not neglect job training areas. Another advancement in 1971 was the beginning of the C.O.E. program. Thru "Co-operative Occupational Education" students may take a minimum of two regular classes, and work the rest of the day for school credit. In this way, C.O.E. students can receive on-the-job training, pay and a high school diploma all at the same time.

Even extra-curricular activities reflect the changing attitudes at LFHS. Students' interests are turning outward, into the community, into the world. Since 1966, Future Teachers of America (FTA) has helped build schools in Iran and Peru, launching profitable "Buy a Brick" campaigns. Human Relations Club was founded in 1968 to "further interest and understanding in human relations—to promote good will." In the first few years of its existence, the club has sent volunteers to Downy Veterans' Hospital, sent "mice to college" for cancer research (at 27¢ a piece), and sent paperback books to prisoners in jail.

When concern for the environment spread over America in 1969, Project Survival was formed at LFHS. Later to be called C.L.A.W.—for its goal of Clean Land, Air and Water, the organization was tremendously popular during its first year. Recycling newspaper and glass bottles in Lake Forest and Lake Bluff, the group was able to earn several thousand dollars during two consecutive years and spend it on huge spring "Teach-Outs" bringing speakers, movies and displays to community and school audiences.

In the past few years, LFHS students have watched much of the "social life" that used to revolve around the school dwindle. Occasional sock hops during 1969 and 1970 drew meager crowds, and were all but discontinued during the next two years. Prom, the formal spring dance sponsored by the Junior class has recently

been on the up-swing however. Beginning in 1970 when a "quirk of fate" engaged a popular rock group SHA-NA-NA for a class concert and drew in \$4,000 profit, Prom began to take on extravagant dimensions. The class of '72 rented a huge party tent, held the dance on the school's front lawn and later transported students to the Ivanhoe in Chicago for a late dinner. Not to be outdone, the class of '73 had to campaign all year for sufficient funds to match the festivities the next year. A precedent had been set, and Proms from then on would be spectacular.

In the 37 years of its existence, Lake Forest High School has developed from basic courses in English and math to pre-flight to computer science; from mohair sweaters to black leather jackets to blue denim jeans. The pass-checking, sock-hopping, bell-regulated days have given way to a new building, a new system, a new kind of student.

Researching and reflecting on the history of Lake Forest High School, students were surprised at many things ("You mean they actually scrubbed the Senior Star?") But Student Council still strives for more independence, editorials still appear in the **Forest Scout** about lack of school spirit and students still run down the halls.

Once students' lives, academic and social, revolved around the high school and depended on it for classes during the week and entertainment after school. Now LFHS students are turned outward, looking beyond the school to what's going on all around.

The family school of the earlier days has grown up and grown apart somewhat, as families do. The younger students have moved to a different campus, and yet are still tied to the old one. And in their junior year they enter from the west through the once forbidden front door. Already they are more skeptical, more mature and more perceptive of what education should do for them. The role of the teacher has been redefined; coercion, censorship, and intimidation have been largely discarded. The students, faculty and administration see a more beneficial ideal for the pedagogical institution—that the high school should serve as a catalyst, exciting inherent curiosities and introducing a panorama of ideas and the frontiers of knowledge. The high school is the first line of defense in the fight to preserve the precious individual. It must encourage creative independence and the development of a viable identity for every adolescent on the threshold of adulthood. In the future, the efficacy of the high school in fulfilling these responsibilities may determine the psychological survival of those it serves.

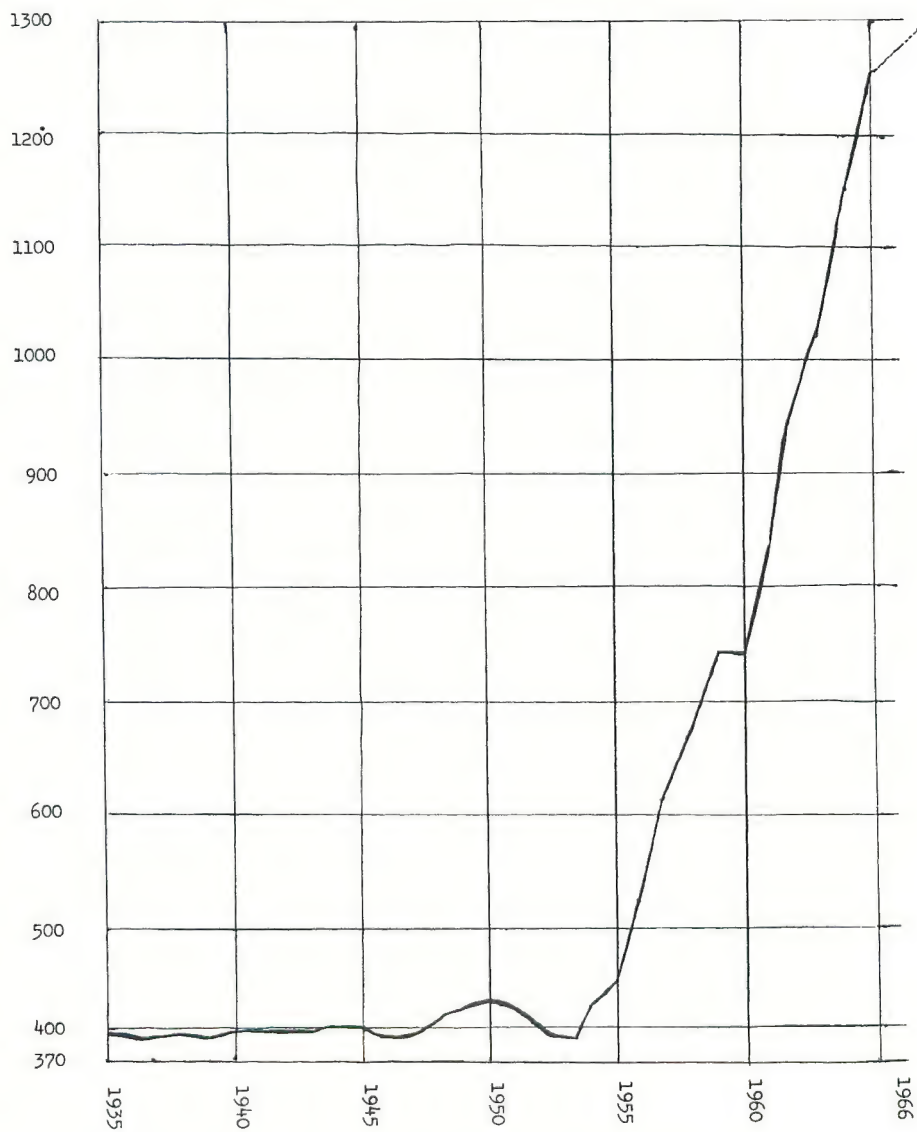
Appendix

Varsity Football and Basketball

1935-1965

FOOTBALL			BASKETBALL	
Year	Record	Place in Conference	Record	Place in Conference
1935-36	—	—	—	—
1936-37	4-1-3	—	10-1	1st
1937-38	7-1	1st	8-6	4th
1938-39	6-2	3rd	poor record	
1939-40	—	—	—	—
1940-41	7-1	1st	—	5th
1941-42	4-4	5th	2-17	last
1942-43	—	—	suspended*	
1943-44	5-2	—	suspended*	
1944-45	7-0	1st	5-11	—
1945-46	—	—	—	—
1946-47	undefeated	1st	conf. champs	1st
1947-48	8-0	1st	—	5th
1948-49	3-2-1	4th	4-8	5th
1949-50	3-3	3rd	4-8	5th
1950-51	4-2	3rd	8-2	2nd
1951-52	6-3	1st	11-1	1st
1952-53	5-3	—	—	last
1953-54	—	3rd	5-9	—
1954-55	4-4	3rd	4-10	—
1955-56	3-5	—	9-11	—
1956-57	4-3	5th	3-11	—
1957-58	6-2	2nd	8-6	4th
1958-59	7-1	2nd	8-6	4th
1959-60	7-1	1st	7-7	—
1960-61	8-0	1st	7-12	7th
1961-62	8-0	1st	12-10	4th
1962-63	8-0	1st	22-2	1st
1963-64	8-0	1st	16-7	2nd
1964-65	5-3	3rd	10-7	2nd

*Because of the gasoline rationing due to the War.



Lake Forest High School Student Population
1935-1966

Evolution of Curriculum, 1935-1965

1935-36

1949-50

1964-65

ENGLISH

English I-IV

English I-IV
Remedial English I, II
English IV H
English IV Speech

Remedial Reading I-IV
Linguistic Skills I-IV
Developmental Reading, I-IV
Literature Composition, reg. and
H I-IV
Remedial English I, II
Literary Seminar III
Logical Thinking III
Advanced Writing III
Practical Thinking, III, IV
Rhetoric-Literature, III, IV
American Studies, Non-fiction
American Studies, Prose-fiction
Speech
Discussion and Debate
Public Speaking
Drama
Journalism

LANGUAGE

Latin I-III
French I, II

Latin I-IV
French I-III
Spanish I, II

Latin I-IV, reg./H
French I-IV, reg./H
Spanish I-IV, reg./H
Portuguese III, IV
Greek
German, I-IV

SOCIAL STUDIES

World History
U. S. History
Community Life

World History
U. S. History
English History
Ancient History
Latin American History
Far East History
Modern European
Community Life

World History I, II
Ancient History
Geography
Latin American
Oriental
Modern European
Problems of Democracy
Economics
English History
Practical U. S. History
U. S. History, reg./H
Humanities

1935-36

1949-50

1964-65

MATHEMATICS

Math I-IV
Commercial Math

General Math
Algebra
Plane Geometry
Advanced Algebra
Solid Geometry
Trigonometry

Pre-Algebra I
General Math I
Industrial Math I
Algebra I, reg./H
Intermediate Algebra I
Practical Geometry II
Geometry II
Plane and Solid Geometry, H II
Advanced Algebra III
Advanced Algebra and
Trigonometry, H III
College Algebra and
Trigonometry III
Consumer Math IV
Trigonometry and Solid
Geometry IV
College Algebra IV
Math Analysis IV

SCIENCE

Biology
Chemistry
Physics

General Science
Biology
Chemistry
Physics

Practical Science
General Science
Biology, reg./H
Practical Biology
Chemistry, reg./H
Physics, reg./H
Biological Research
Geology
Zoology
Botany

BUSINESS EDUCATION

Typewriting I, II
Stenography
Bookkeeping

Typing I, II
Bookkeeping
Stenography
Business Arithmetic

Personal Typewriting
Typewriting
College Typewriting
Advanced Typewriting
Stenography
Notehand
Accounting
Advanced Stenography
Consumer Economics
Office Practice
Materials of Industry

INDUSTRIAL ARTS

Industries, I, II
General Mechanical
Drawing
Textiles

I. A. Shop I-IV
I. A. Drawing I-IV

General Shop
Mechanical Drawing I-IV
Machine Shop II, III
Welding II, III
Auto Shop III, IV

1935-36	1949-50	1964-65
ART		
None	Art I-IV Crafts	Art I-IV Crafts I-IV
HOME ECONOMICS		
None	Home Ec I-III	Foods Clothing Nutrition Textiles Meal and Home Management Style and Fashion Tailoring Advanced Foods and Home Furnishings
MUSIC		
Orchestra	Orchestra Band Chorus	Orchestra Band Chorus A Cappella Choir
OTHER		
None	Driver Education	Driver Education Health

List of Teachers and When They Taught

Dates such as 1953 stand for the 1953-54 school year.

Enid Alleman , English, Drama	1962-
Elizabeth Read Allen , English	1935
Olive Allen , History	1959
Sara Allison , English	1958
Margaret Anderson (Swanson) , Home Economics	1941-44
Raymond Anderson , Math, Science	1935-39
Virginia Anderson , Girls' Physical Education	1962-64
Charlene Ash , Business	1965-66
Barbara Atkinson , English	1959-61
Jo Anne Ator , English	1948
J. Bailey , Girls' Physical Education	1952-53
Ralph Bailey , Science	1935
Leonard Baird , Math	1962
Karen Balestrery , English	1964-66
George Barry , Science	1960-
Marian Bartholomew , Girls' Physical Education	1939-41
Sandra Bartells (Ullmann) , French	1963-65&68
Norma Barts , English	1941
Virginia Beamer , History, Math	1961-62
Beth Bell , Music	1963
James Benton , Biology	1957-
Lefty Bergstrom , English	1946-49
Joel Berlatsky , History	1964-65
Lewis Bertso , Boys' Physical Education	1962-
Shirley Biel , Math	1953-54
Ann Blackwell , Business	1963-64
Harold Blount , Commerce	1939-40
Daniel Bogart , Music	1958-62
David Boger , English	1963
George Borich , Music	1963-
Ruth Boston , Typing	1942
D. Boylan , Math	1956
William Braman , History	1958-
Herbert Brigham , Science	1962-63
Velma Bro , Girls' Physical Education	1954
J. K. Brock , Industrial Arts	1940
Albert Buckowich , Math	1958-
Carol-lou Burnham , Art	1963-64
Cheryl Byers , English, Speech	1960-61
R. D. Byrne , History, Band	1953-54
M. Callan , Math	1951-52
Carolyn Caulk , Girls' Physical Education	1954-55
Nina Cavins , Social Studies	1956

Theodore Cavins, English	1937-44
Gilberta Ceisar, Girls' Physical Education	1963-
Dorothea Chandler, Business	1943-44
Carol Clark, Girls' Physical Education	1948
Maureen Clark, French	1965
Gayla Clemons, Girls' Physical Education	1961-
C. A. Coady, Girls' Physical Education	1952
Norma Coe, Girls' Physical Education	1936-38
Dorothea Cole, Home Economics, Drama	1938-40
N. Conant, English	1954-55
Labelva Connelly, English	1935-36
Virginia Conrad, Art, English	1947-54, 56
William Conway, Physics	1960-
La Verne Cooke, English	1935-36
Helen Cory, Latin, Guidance	1944-
Norman Crampton, English	1963-65
Jay Criche, English, Drama	1965-
Shauneen Cruise, English	1965-66
Janet Dancey, German, Librarian	1935-39
Deborah Day, English	1959-62
Thomas Day, English	1957-58
Madeleine Doerfler, History, French	1944-
Wallace Dohman, English	1953
Mary Donahue, Home Economics	1958-60
V. Dubois, Spanish	1949
Gail Earles, Math	1963-64
G. Edmondson, Science	1959
L. Edwards, Girls' Physical Education	1955-56
Curtis Eiker, Social Studies	1935-65
La Verne Erikson, Home Economics	1953
Roy E. Etnyre, Math	1946-55
Nancy Evans, English	1965-66
Victoria Evans, English	1940
Adrienne Fasberg (Woods), French	1961-64
Elbert Field, Industrial Arts	1935-40
C. Donnan Fiester, Industrial Arts	1942-70
Fredric Fortney, Latin	1964-68
Roland Fossell, Math	1962-
Dorothy Franks, English	1945-47
Ardith Frost, Girls' Physical Education	1942-44
Jean Gallery, English	1963-64
N. Germaine, English, Art	1945-46
Leonard Gilchrist, Math, Science	1947-56
Herbert Gladding, English, Public Speaking	1946-62
Nancy Godwin, Latin	1961-64
Martha Goette, Art, English	1943
James Gram, History	1957-
L. Gray, Home Economics	1955
Gertrude Greely, English, Art	1936-42
Sonja Greenberg, History	1964
Karen Grimsley, English	1963

Beau Grubb , Math, Business, Administration	1956-
R. Haebich , Math	1949-50
Stanley Harrington , Art	1961-62
Wilhelmine Heard , Spanish	1962
Lois Hellmund , English	1965
Dennis Herrmann , Industrial Arts	1962-
Helen Hewett , Biology	1942-44
Pam Hiller , Girls' Physical Education	1965-66
Russell Hogan , English	1959-68
S. Holcombe , Girls' Physical Education	1947
Dorothy Holland , Home Economics	1945-46
Lorene Hollister , English	1943-45
E. Hoopes , English	1956
William Ingersoll , History, French	1959-60
Lola Jacobsen , English	1951-52
Norman James , Boys' Physical Education	1958-60
H. Jensen , Science	1940-41
Virginia Jensen , History	1963
William Jensen , Boys' Physical Education	1960
Fern C. Johnson , Girls' Physical Education	1945
Richard Johnson , Boys' Physical Education, History	1961-63
Alvin Kaltofen , Boys' Physical Education	1963-67
Kevin M. Keenan , Math	1938-63
Donn Kerschbaumer , Art	1963-
Kathryn King , Business, Social Studies	1943-44
Arthur Kleck , German, Science, Administration	1961-
Helen Knierim , Girls' Physical Education	1953-57
Joan Kohaut , Girls' Physical Education	1959-61
Amy Kolflat (Peterson) , French	1960-61
Raymond Kracik , Drivers' Education, Boy's Physical Education ..	1964-
Edward Krueger , German	1963-
Lester D. Lange , Business	1941
Howard Lare , Science	1944
J. La Rocque , English	1950
Joseph Lawlor , Spanish, Portuguese	1952-
D. Lawrence , English	1952
M. Lawson , Spanish, English	1950
Roy A. Latimer , Typing	1945
Edgar Lindenmeyer , Boys' Physical Education	1935-64
Myra Long , Girls' Physical Education	1947-49
Robert Lovell , Math	1965-68
L. R. Lundeen , Industrial Arts	1941
Edward Lundin , English	1965-67
L. H. MacConkey , Math	1945
E. Majosit , Girls' Physical Education	1946-46
John C. Maloney , Music, Administration	1936-
Gayla Manuel , Girls' Physical Education	1959-60
Elizabeth Marcotte , Home Economics	1961-63
Charles McDermant , Math	1957-
Hazel McFarland , Math	1943
Eleanor McMurrin (Bennett) , French	1961-

Lenard Meyer , Science	1963-64
M. Miles , English	1953
Deborah Miller , English	1958
Margaret Moberly , Business, Social Studies	1942
Kay Monier , English, Drama	1961
Ray Moore , English, Administration	1935-61
Enrico Mordini , Spanish	1963-65
Ronald Moreland , Drivers Ed., Boys' Physical Education	1961-
James Morgan , Latin	1961
M. Moses , Home Economics	1954
Francis Mullin , Social Studies, English	1950-
Elmer Mumm , Industrial Arts Assistant	1938
J. W. Munro , Art	1962
Glen Naselius , Math	1946
S. Neal , Math	1955
R. Nelson , History	1953
Lillian Nelson , English	1959-60
Stanley Nelson , Math	1935-42
Richard O'Dair , Math, Administration	1956-
Eva Ohlmeyer , Girls' Physical Education	1953
Richard Olufs , Math	1962-
Bernice Palmquist , Spanish, English	1942-48
M. Palmquist , English	1959
Gertrude Parcels , Art	1944
J. Parliament , Girls' Physical Education	1949-51
Thomas Parenteau , Math	1956
Lee Pavla , English	1964-66
Karen Pender , English	1961-63
D. Jackie Persinger , Spanish	1961-67
F. J. Peterson , Social Studies	1946
J. Phypiak , History	1952
L. E. Radke , Spanish, English	1951
M. F. Ragsdale , Girls' Physical Education	1957-58
Helen Rahe , Art	1962
David Ransom , Math	1957-66
Gale Rattner (Golovan) , English	1962-65
Willetta Reber , French	1941
J. Riewer , Music	1946
Gerhard Robien , Science, Math	1956-
W. A. Rupp , Home Economics	1956-57
J. Rust , English	1954-56
Russell Ruswick , Science	1964-
Joseph Salisbury , Science	1961-66
M. Samelson , Home Economics	1950-52
B. L. Sandberg , History	1955
J. Sayro , Girls' Physical Education	1950-51
Herman Schillereff , Industrial Arts	1956-65
Robert Schmalfuss , English, Guidance	1961-70
A. C. Serfling , Business	1945-54
Charlene Sexton , History	1963
R. Shaller , English, History	1951

Robert Shamo, Music	1962-65
David Shaub, Science	1965-
Clara Shaver, French	1935-40,42-43
Thomas Short, Biology, Commerce, Boys' Physical Education . . .	1936-41,46-72
Bruce Siewerth, English	1964
Barbara Silber, English	1964-
Ruth Slayton, Home Economics	1947-49
Catherine Smith, Art	1965
Gary Smith, History	1965-68
Joan Smith, English, Speech	1941-42
Donald Spooner, History	1963-
Clement Steele, Math	1963-66
John Stella, Art	1960
D. P. Stegall, Business	1955
Lester St. John, Science	1942-72
Helen Sutherin, Latin	1958-59
Conrad Swan, Business	1935-
Margaret Swanson, Home Economics	1945
Cora L. Tebbetts, Social Studies	1935-41
J. Thompson, Art	1955
Mary Thorne-Thomsen, English	1957-64,66-67
L. Vern Tinkham, Commerce	1935-37
Frank Townsend, English	1951-
Virginia Travis, Business	1961
Virginia Truslow, Art	1957-60
Sandra Ullmann, French	1964, 68
Elsa Utsch, English	1960-63
C. K. Vickers, Science	1957-59
Ethelyn Voigt, English	1957
Alfred Voss, Math	1960-61
Isabel Voss, English	1960-61
M. Wagner, Music	1949-52
W. Walton, Science	1952
N. Ward, English	1957
June Waser, Social Studies, English	1937-39
Kathleen Weisel, English	1964-65, 67
Elizabeth Wentworth, Latin	1935-43
Harriet West, Home Economics, Biology	1935-38
Paul Whiting, French	1965-
J. Wilner, Music	1955-57
M. L. Zearing, English	1949

Faculty Salaries

(1935-36)

Armbruster	\$ 750	Read	1,900
Bailey	2,500	Richardson & asst. ¹	2,200
Ballard	3,000	Rodenbeck	3,028
Connelly	2,870	Shaver	3,210
Eiker	2,600	Short ²	1,200
Kerfoot	2,445	Swan	500
Lindenmeyer	2,750	Tebbetts	1,500
Moore	4,000	Tinkham	1,350
Nelson	2,750	Wentworth	2,000
Phipps	2,500	Approx. avrg. sal. .	2,270

¹Richardson was the psychologist for both the Lake Forest and Highland Park high schools.

²Short was paid for 6 months work at \$200/month.

(1964-65)

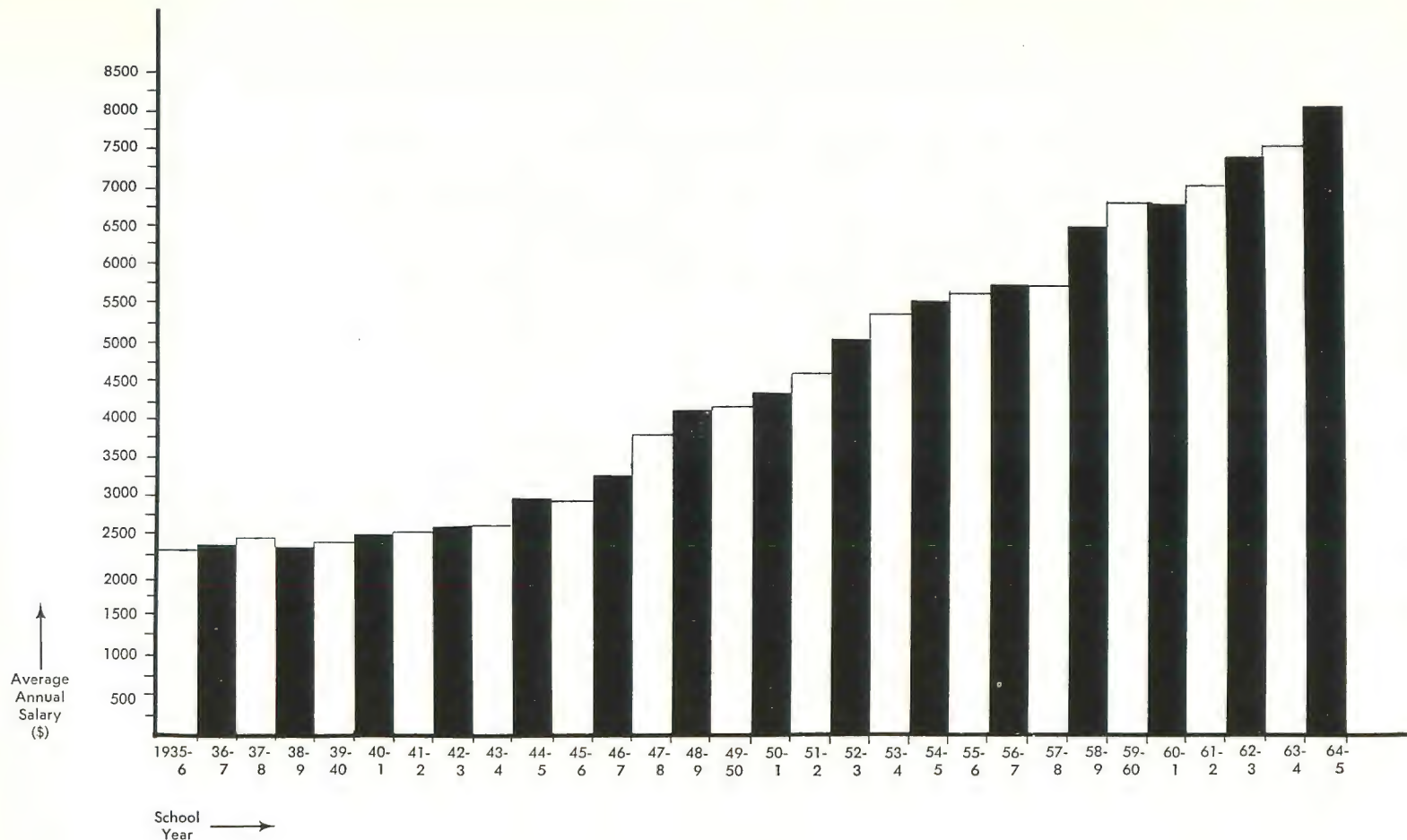
Alleman	\$ 8,750	Grubb	8,000
Anderson	6,200	Hermann	6,400
Atwell	7,100	Hogan	7,488
Balestrery	6,000	Huebner	5,500
Barry	7,696	Jensen	6,980
Beihold	10,100	Kaltofen	6,500
Benton	7,996	Kerschbaumer	7,800
Berlatsky	5,800	Kleck	7,400
Bertosos	6,200	Knox	8,300
Bills	6,000	Kracik	5,800
Blackwell	7,000	Krueger	6,283
Borich	8,200	Lawlor	8,936
Braman	7,400	Maloney	12,400
Buckowich	8,900	McDermant	8,000
Burnham	2,500 (1/3 time)	McMurrin	6,800
Ciesar	6,100	Metcalf	18,500
Clemons	7,696	Meyer	5,800
Conway	8,152	Mordini	5,800
Cory	10,400	Moreland	6,968
Crampton	6,350	Moore	3,000 (2/5 time)
Doerfler	10,640	Morgan	9,840
Earles	6,400	Mullin	9,640
Eiker	10,200	O'Dair	10,800
Fiester	8,750	Olufs	9,070
Fortney	6,700	Paulak	5,500
Fosberg	6,300	Perrizo	5,800
Fossell	6,500	Persinger	6,700
Gallery	6,000	Ransom	7,600
Golovan	6,000	Robien	9,000
Gram	7,650	Ruswick	5,500
Greenberg	1,000 (2 hr./day)	St. John	10,540

Salisbury	8,350	Steinke	9,200
Schillereff	9,740	Swan	10,455
Schmalfuss	7,400	Thorne-Thomsen ..	8,300
Shamo	6,400	Tobasco	11,500
Short	11,500	Townsend	10,400
Siewertn	6,100	Ullman	5,900
Silber	6,100	White	10,100
Simon	14,700	Wiesel	3,000 (1/2 time)
Spooner	8,500	Apprx. avrg. sal. .	7,950
Steele	6,500		

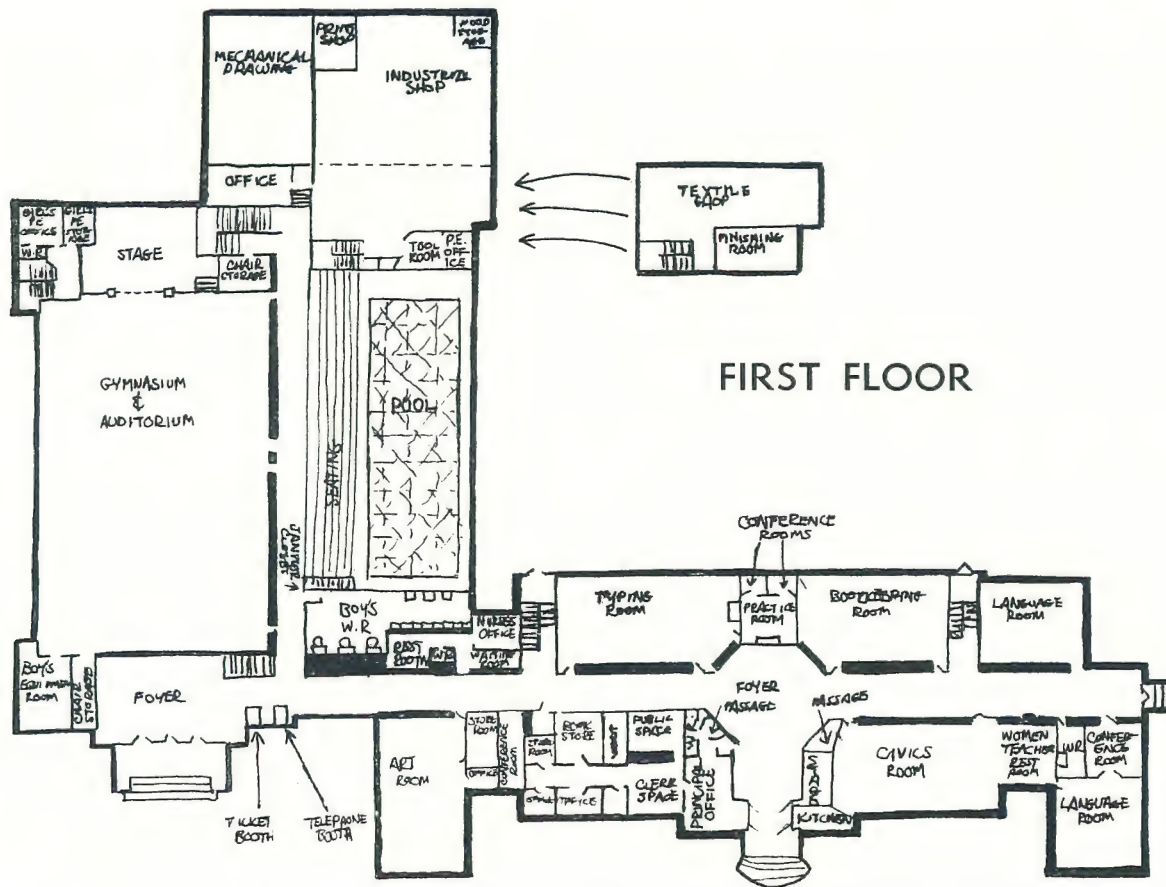
Approximate Average Faculty Salary, 1935-65

1935-36	\$ 2,270	1951-52	4,630
1936-37	2,320	1952-53	4,960
1937-38	2,410	1953-54	5,240
1938-39	2,310	1954-55	5,450
1939-40	2,340	1955-56	5,560
1940-41	2,470	1956-57	5,760
1941-42	2,470	1957-58	5,660
1942-43	2,540	1958-59	6,460
1943-44	2,550	1959-60	6,770
1944-45	2,920	1960-61	6,760
1945-46	2,900	1961-62	7,040
1946-47	3,240	1962-63	7,370
1947-48	3,760	1963-64	7,510
1948-49	4,100	1964-65	7,950
1949-50	4,140		
1950-51	4,320		

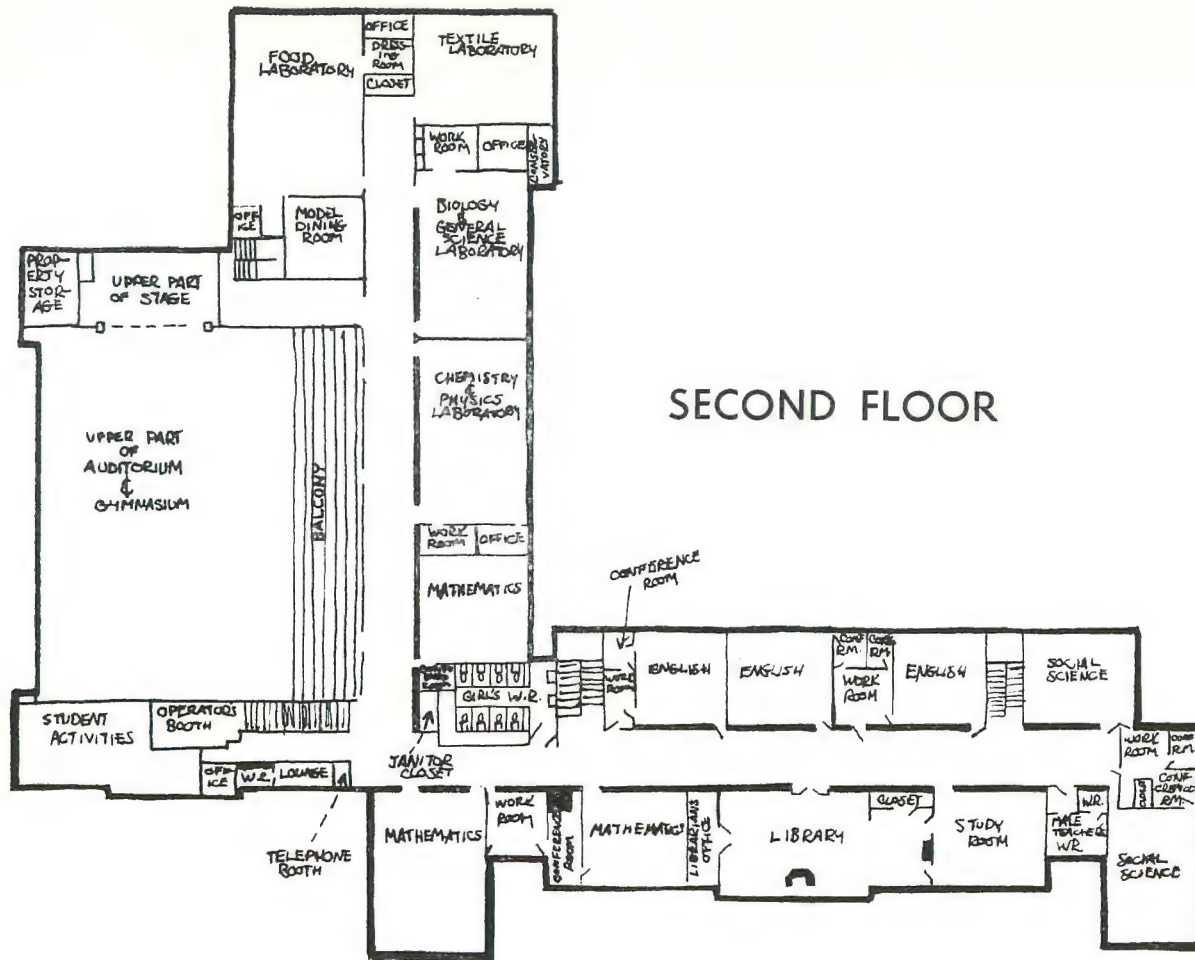
(see graph)



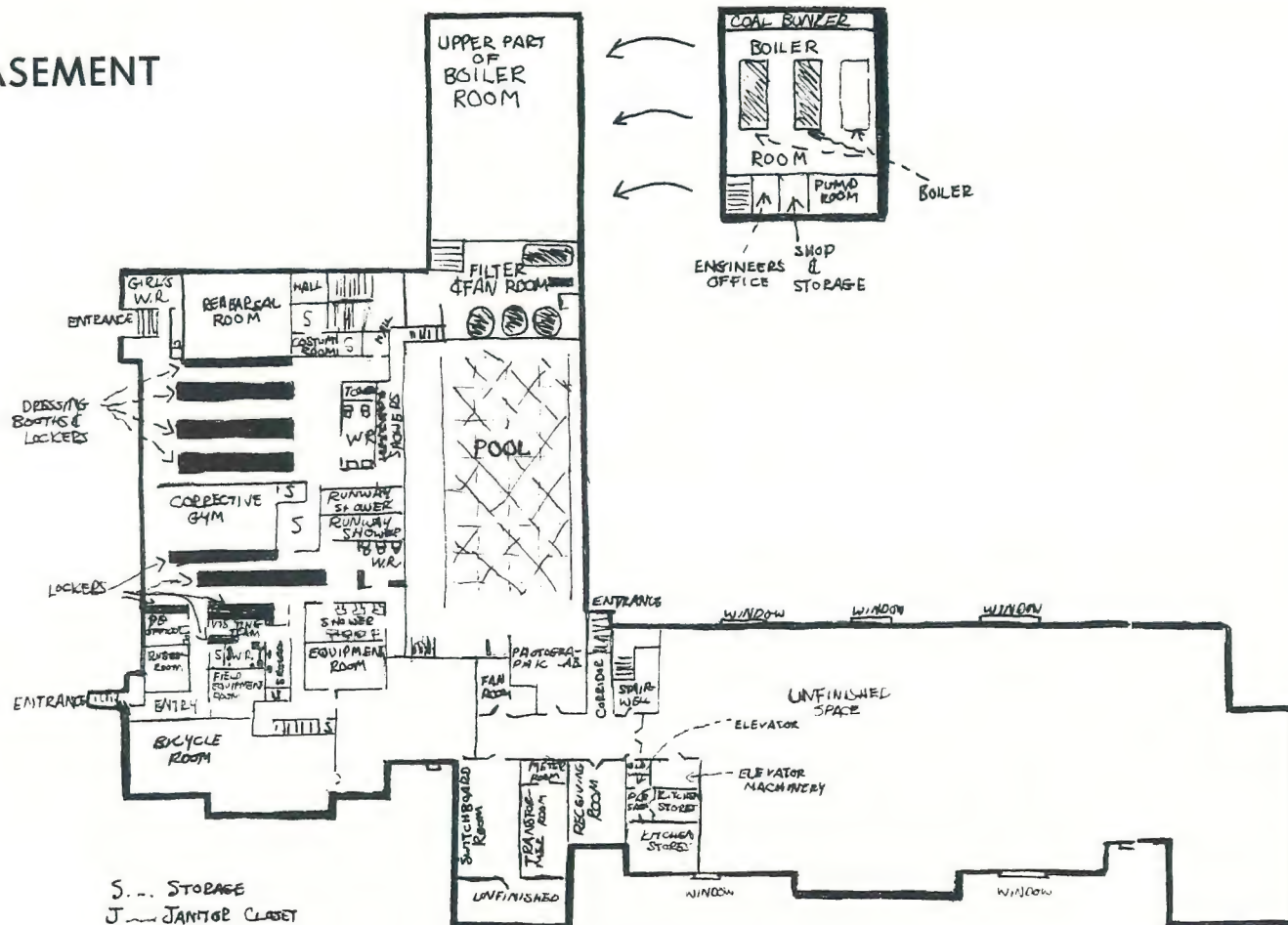
FIRST FLOOR



SECOND FLOOR



BASEMENT



List of Sources Consulted

The Forest Scout: Written and printed by the students of Lake Forest High School.

The following issues were used:

- | | |
|------------------|----------------------------------|
| 1937—October 13 | 1948—April 28 |
| November 10 | May 19 |
| 1938—January 19 | September 29 |
| February 16 | 1949—January 26 |
| March 16 | February 23 |
| April 6 | March 30 |
| May 11 | May 18 |
| June 8 | September 28 |
| 1939—January 18 | October 26 |
| March 1 | November 23 |
| April 5 | December 14 |
| June 7 | 1950—January 31 |
| 1940—October 2 | February 28 |
| October 30 | May 24 |
| November 20 | September 27 |
| 1941—October 8 | October 25 |
| October 30 | November 22 |
| November 19 | December 19 |
| December 17 | 1951—January 31 |
| 1942—April 1 | February 28 |
| May 6 | March 28 |
| June 3 | April 25 |
| September 10 | September 26 |
| October 28 | October 31 |
| December 16 | 1952—January 30 |
| 1943—February 10 | February 27 |
| March 10 | April 30 |
| April 7 | May 27 |
| May 5 | 1953—September 24 |
| May 10 | September 30 |
| June 2 | November 25 |
| October 13 | 1954—February 24 |
| November 3 | April 28 |
| December 15 | May 28 |
| 1944—January 12 | October, 1954 - June, 1955 — All |
| April 5 | issues were used. |
| May 10 | 1955—October 6 |
| May 31 | November 9 |
| October 4 | December 14 |
| October 25 | 1956—January 18 |
| December 20 | February 15 |
| 1945—May 23 | March 21 |
| 1946—January 30 | April 25 |
| April 3 | May 16 |
| 1947—October 22 | June 6 |
| November 19 | 1957—October 2 |
| December 17 | October 16 |

December 18
 1958—January 29
 February 26
 September 24
 November 26
 December 17
 1959—April 29
 October 14
 November 25
 December 16
 1960—January 27
 February 24
 March 30
 May 4
 June 1
 October 27
 November 17
 December 15
 1961—January 24
 February 16
 March 16
 April 21
 May 25
 September 14
 December 14
 1962—May 17
 September 7
 September 27
 October 12
 November 9
 November 30
 December 21
 1963—September 6
 October 24

1964—May 15
 1968—March 15
 November 1
 1969—September 24
 1970—February 20
 April 21
 December 6
 1972—May 19

Forest Trails, Lake Forest High School's yearbook, was used for every year from 1935-1965 with the exception of those from the following years—

1935-36
 1936-37
 1940-41
 1941-42
 1944-45
 1952-53
 1956-57

Freshman Test — put out by the student council,

1961-62
 1962-63

Lake Forest Student Council Constitution
 1935, 1942

Lake Forest High School Scrapbooks —
 October 29, 1952

February 14, 19, 1953

November 11, 1957

Minutes of the Board of Education Meetings during the years:

1949-55
 1958
 1960-62

THE LAKE FORESTER—the following issues were used:

1936: September 19
 October 22
 1937: January 28
 February 18, 25
 March 11
 May 6
 September 23
 October 7
 November 4, 11, 18
 1938: February 17, 24
 March 17
 September 1
 November 17
 All issues September, 1938 -
 June, 1939
 1939: October 20

1940: August 29
 September 5
 October 3
 November 7, 28
 1941: January 3
 February 13, 27
 August 28
 September 25
 December 4, 11, 28
 1942: All issues February - April
 June 4
 September 10, 7
 All issues December
 1943: September 3
 All issues October and
 December

- 1944: January 2
May 30
October 27
December 1
- 1945: February 2, 23
May 4
July 27
All issues November
- 1946: May 7
August 2
September 20, 27
- 1947: January 3, 10, 27
February 7
April 4
September 12, 19, 26
October 10
November 21
December 12
- 1948: January 9
February 13, 20
March 19
April 2
May 3, 21
August 20
September 10, 17, 24
October 8, 22, 29
November 12, 19, 26
December 10, 17
- 1949: January 7, 14, 21, 28
February 4, 11, 18, 25
March 4, 18, 25
April 1, 8, 15
May 6, 20
June 3, 10, 29
July 1, 15, 29
August 3, 12, 19, 26
September 9
October 14
December 2, 9
- 1950: January 5, 12, 26, 28
April 21
October 12, 19
November 23
December 28
- 1951: March 22
April 5
May 10, 31
June 21
September 13, 27
October 4, 18
- 1952: January 24
February 9, 17, 28
April 24
May 22, 29
- June 5
- 1953: September 3, 17
October 15
November 19
- 1954: January 28
April 28
May 28
- 1955: December 8
- 1956: March 15
July 26
October 4
November 15
December 6
- 1957: March 7, 26
August 19
October 31
December 19
- 1958: January 23
September 11, 18
October 2
November 13
December 11
- 1959: January 1, 8
February 5, 12
March 19
May 28
September 10, 28
October 22
November 5, 12
December 9, 17
- 1960: January 21, 28
March 3, 17, 31
April 14, 22
May 5
- 1960-1961: Centennial issues
- 1962: January 11, 18
March 1, 22
September 27
October 11, 25
November 22
- 1963: January 17
February 14
March 21
April 18
May 23
October 10
- 1964: January 7, 14, 21
February 18
April 22
May 27
June 10, 17
- 1972: June 8
- THE LAKE BLUFF CHAT**
- 1910: June 4

1913: June 7
 1914: June 18
 August 20
 December 24

Teacher's Class Reports were used for the school years of:

1935-36
 1936-37
 1938-39
 1941-42
 1942-43
 1945-46
 1946-47
 1948-49
 1949-50
 1953-54
 1954-55
 1955-56

1956-57
 1957-58
 1960-61
 1961-62

The Student Handbook, or The Freshman Guide, compiled by the Student Council, was used for the following years:

1936-37
 1937-38
 1940-41
 1942-43
 1943-44
 1945-46
 1948-49
 1949-50
 1959-60
 1961-62
 1963-64

Minutes of the Lake Forest Student Council meetings during the years:
 1935-40, 1960-61.

Lake Forest High School News Report. December, 1970, May, 1972.

By-Laws of "The Cellar," 1965.

Cellar Constitution and Cellar Guidelines.

Literature put out by the Lake Bluff Committee on Annexation in 1930,

1. **Why Lake Bluff Should Have Its Own High School.**

2. **Why Lake Forest Should Annex Lake Bluff.**

Highlights of the Class of '48.

This Fabulous Century. New York: Time-Life Books, 1969.

The Shoreline. (survey ed.) XVI (June, 1936), pg. 1-4.

Waukegan News Sun (January 22, February 22, April 4, 1957).

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Arpee, Edward. **Lake Forest: History and Reminiscences.** Lake Forest: Rotary Club of Lake Forest, 1963.

Hibbard, Sally. **Wagon Wheels: The Story of the Forty-niners.** 1949.

Lake County Superintendent's Salary Records, 1935-1966.

Lake Forest High School Superintendent's Records on Enrollment, 1949-1968.

Norman, Harold (ed.), **Detachment of Lake Forest.**

Petty, W. C. **Order Creating Community High School District Number 115, Lake County, Ill.** June 29, 1949.

Wolters and Pertz. **History of District Number 113.** June 28, 1965.

"Changes in Name of School District Number 113, Lake County, Ill." **School District Number 113**, April, 1967.

"Detachment of Lake Forest," School District Number 113, April, 1967.

WALKING TOUR OF THE HIGH SCHOOL

Muccitelli, Albert March 18, 1972
 Thorup, Kai March 18, 1972

IN-CLASS INTERVIEWS

Maloney, John March 14, 1972
 Swan, Conrad February 21, 1972
 Townsend, Frank March 24, 1972

Vliet, Elmer April 27, 1972

PERSONAL INTERVIEWS

(All interviews took place in 1972)

Anaclerio, Janice March 15, April 13
Andersen, John March 14
Benton, James March 29
Buckowich, Albert March 20
Cadarian, Paul April 3
Cankar, Mrs. Elizabeth Thorup March 14, 16
Cappozi, Mike March 16
Cavins, Theodore March 15, 25, 26
Christensen, Mrs. Susan Kuhlmann March 15
Clemons, Mrs. Robert March 2, 27, May 17
Cory, Miss Helen March 16, 29, May 12, 17
Cushman, Mrs. Betty Schroeder March 13, 14
Davidson, Mrs. Joy Gross March 16
Doerfler, Mme. Madeleine February 24, March 2, 15, 16,
20, 23, 30
Dunn, Sargent "Spot" March 27
Grant, Thomas March 12
Eiker, Mrs. Curtis March 29
Emma, Joseph Jr. March 16, 26
Evers, John W. March 12

Faulks, Peggy
Fiester, Charles March 27, 28
Hansen, Mr. and Mrs. Jerrold March 15, May 14, 18
Hintz, Mrs. Donald S. March 14
Jackson, Mrs. Alberta March 14
Jenkins, Mrs. Ethyl May 10
Jenkins, Charles April 5
Johnson, Mrs. L. (Pat Olson) March 14, 15
Just, Mrs. William (Bernice Palmquist) March 27
Knox, Ellen March 2, 3
Kuhlmann, Allen April 10
Labellart, Anthony March 26
Lackie, Gordon March 15, 16
Lawler, Joseph February 25, March 21
Levinson, Richard March 16
Lofgrem, William March 26
McCaffrey, Mrs. Donald March 15, April 26
Mahler, Mr. and Mrs. Gerry April 15, 16
Maloney, John March 28, May 8, June 12
Matton, Henry March 16
Merry, Mrs. Judy Klisch April 3
Miller, David March 23, 29
Myers, Mrs. Mary Jane March 3, 8, 13, 16
Nelson, Richard April 10
Nielson, Charles March 15
O'Dair, Richard March 17, 27, April 13,
May 10
Peters, Mrs. Judy Glader April 5

